

# ANALYSIS OF LORD CAPULET CHARACTERS IN SHAKESPEARE'S "ROMEO AND JULIET" DRAMA BASED ON SIGMUND FREUD PERSONALITY THEORY

Gaguk Rudianto, Universitas Putera Batam  
gagukrudianto@gmail.com

## Abstrak

Setiap manusia mempunyai kepribadian masing-masing. Kepribadian inilah yang membuat setiap manusia merupakan makhluk Tuhan yang unik atau tidak ada yang benar-benar sama. Untuk menganalisa kepribadian seseorang banyak sekali pendekatan psikologi yang bisa diterapkan. Salah satu dari tehnik analisa kepribadian tersebut adalah teori kepribadian yang ditemukan oleh bapak psikologi dunia yaitu Sigmund Freud. Beliau menemukan unsur-unsur dari kepribadian yaitu Id, ego dan super ego. Id adalah unsur kepribadian yang didapat semenjak lahir. Unsur kepribadian ini adalah unsur kepribadian dibawah alam sadar termasuk naluriah dan insting. Menurut Freud, id adalah sumber dari semua energy phisic dan id bekerja berdasarkan prinsip kesenangan atau kenyamanan. Jika kebutuhan id ini tidak dipenuhi maka membuat badan kita tidak merasa tidak nyaman, tegang atau cemas. Unsur kepribadian selanjutnya adalah ego. Ego adalah unsur kepribadian manusia yang kedua yang bekerja berdasarkan prinsip kenyataan. Ego bertugas untuk memenuhi kebutuhan id berdasarkan unsur kenyataan yang ada. Sedangkan superego adalah norma sosial ataupun keagamaan yang dilakukan oleh ego untuk memenuhi kebutuhan dari idnya

Kata kunci: Kepribadian, Id, Ego dan super ego

## INTRODUCTION

The most famous playwright was William Shakespeare. He was very prominent writer at his era even until now many people still read his literary works and especially for his masterpiece "Romeo and Juliet" had already been adopted to many versions of film.

In Romeo and Juliet, Lord Capulet and Juliet are two characters who have different characteristics, as the result, Lord Capulet doesn't come across as a particularly a great father The big question with his character is why. Why isn't he close to his only daughter? Why doesn't he support her when Juliet needs him most?

Lord Capulet is Juliet's daddy. At first, he seems like a pretty good dad. When Paris comes sniffing around for thirteen-year-old Juliet's hand in marriage, Capulet puts him off, citing Juliet's young age and even suggesting that he'd like his daughter to marry for "love" (1.2.7-11). Yet Lord Capulet doesn't play the role as a good father. Paris eventually intends to propose her to be his wife. but unfortunately Lord Capulet isn't happy when Juliet refuses to marry him.

Lord Capulet's response to Juliet's "disobedience" is so violently harsh that we begin to see him as a bit of a tyrant. We see the physical aggression most prominently in the big, confrontational scene with Juliet over whether or not she will marry Paris. When Juliet refuses, Capulet screams, "Out you baggage, / you tallow face" (3.5.156) and says, "My fingers itch" when Juliet stands up, which may suggest that he's prone to physical violence (3.5.160-68). And

that's not even mentioning the domestic violence against the Nurse and his wife. These are some reasons for the writer why he chooses this topic "Analyze of Lord Capulet's Character in Romeo and Juliet by William Shakespeare based on Sigmund Freud's Personality Theory" because of the following reasons namely first, this topic is very interesting to discuss because this issue of Juliet's father (Lord Capulet) could be a comparison for many other fathers in the real world in order it becomes a lesson to be a good father especially for teens in the reality. Second, the writer believes that this topic still becomes up to date until in the current era. Third, the topic of back street love or relationship of two lovers who are not agreed by their parents which end with tragic death become very essential lesson for any parents.

## 1.2 Statements of the Problems

In writing this research, the writer would like to state some problems which have close relationship with the topic of the discussion. The statement of the problem in the theses are based on the following questions, they are:

1. How is the Id of Lord Capulet's character in Romeo and Juliet by William Shakespeare?
2. How is the Ego of Lord Capulet's character in Romeo and Juliet by William Shakespeare?
3. How is the Super Ego of Lord Capulet's character in Romeo and Juliet by William Shakespeare?

## 1.2 Objectives of The Research

The writer analyzes the Lord Capulet character from the point of view of Personality theory by Sigmund Freud with the following objectives namely to find out:

1. To inform the Id of Lord Capulet's characters in Romeo and Juliet by William Shakespeare?
2. To inform the Ego of Lord Capulet's characters in Romeo and Juliet by William Shakespeare?
3. To inform the Super Ego of Lord Capulet's characters in Romeo and Juliet by William Shakespeare?

## LITERATURE REVIEW

### 2.1 Theoretical Background

The theoretical background which will be used to analyze this research is Theory of Personality which was introduced by Sigmund Freud. According to Sigmund Freud's psychoanalytic theory of personality, personality is composed of three elements. These three elements of personality are known as the id, the ego and the superego. They work together to create complex human behaviors.

#### 2.2.1 The Id

The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes of the instinctive and primitive behaviors. According to Freud, the id is the source of all psychic energy, making it the primary component of personality.

The Id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink. The id is very important early in life, because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, he or she will cry until the demands of the id are met.

The id doesn't care about reality, about the needs of anyone else, only its own satisfaction. If you think about it, babies do not really considerate of their parents' wishes. They have no care for time, whether their parents are sleeping, relaxing, eating dinner, or bathing. When the id wants something, nothing else is important. Within the next three years, as the child interacts more and more with the world,

the second part of the personality begins to develop. Freud called this part the Ego.

#### 2.2.2 The Ego

The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in both the conscious, preconscious, and unconscious mind.

The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weighs the costs and benefits of an action before deciding to act upon or abandon impulses. In many cases, the id's impulses can be satisfied through a process of delayed gratification--the ego will eventually allow the behavior, but only in the appropriate time and place.

The ego also discharges tension created by unmet impulses through the secondary process, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

The ego is based on the reality principle. The ego understands that this people have needs and desires and that sometimes being impulsive or selfish can hurt us in the long run. Its the ego's job to meet the needs of the id, while taking into consideration the reality of the present or current real situation ([http://psychology.about.com/od/pindex/g/def\\_primaryproc.htm](http://psychology.about.com/od/pindex/g/def_primaryproc.htm)) Online on 15 October 2014.

#### 2.2.3 The Superego

The last component of personality to develop is superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society--our sense of right and wrong. The superego provides guidelines for making judgments. According to Freud, the superego begins to emerge at around age five.

These are two parts of the superego:

1. The ego ideal includes the rules and standards for good behaviors. These behaviors include those which are approved of by parental and this authority figures. Obeying these rules leads to feelings of pride, value and accomplishment.
2. The conscience includes information about things that are viewed as bad by parents and society. These behaviors are often forbidden and lead to bad consequences, punishments or feelings of guilt and remorse. The superego

acts to perfect and civilize our behavior. It works to suppress all unacceptable urges of the id and struggles to make the ego act upon idealistic standards that upon realistic principles. The superego is present in the conscious, preconscious and unconscious. ([http://psychology.about.com/od/pindex/g/def\\_primaryproc.htm](http://psychology.about.com/od/pindex/g/def_primaryproc.htm)). Online on 15 October 2014

By the age of five, or the end of the phallic stage of development, the Superego develops. The Superego is the moral part of us and develops due to the moral and ethical restraints placed on us by our caregivers. Many equate the superego with the conscience as it dictates our belief of right and wrong.

In a healthy person, according to Freud, the ego is the strongest so that it can satisfy the needs of the id, not upset the superego, and still take into consideration the reality of every situation. Not an easy job by any means, but if the id gets too strong, impulses and self-gratification take over the person's life. If the superego becomes too strong, the person would be driven by rigid morals, would be judgmental and unbending in his or his interactions with the world. You'll learn how the ego maintains control as you continue to read. (<http://allpsych.com/dictionary/s.htm>)

### **2.2.4 The Interaction of the Id, Ego and Superego**

With so many competing forces, it is easy to see how conflict might arise between the Id, Ego and Superego. Freud used the term ego strength to refer to the ego's ability to function despite these dueling forces. A person with good ego strength is able to effectively manage these pressures, while those with too much or too little ego strength can become too unyielding or too disrupting.

According to Freud, the key to a healthy personality is a balance between the id, the ego, and the superego.

### **2.2.5 Defense Mechanisms and Ego Anxiety**

You've probably heard people talk about "defense mechanisms," or ways that we protect ourselves from things that we don't want to think about or deal with. The term got its start in psychoanalytic therapy, but it has slowly worked its way into everyday language. Think of the last time you referred to someone as being "in denial" or accused someone of "rationalizing." Both of these examples refer to a type of defense mechanism.

In Sigmund Freud's topographical model of personality, the ego is the aspect of personality that deals with reality. While doing this, the ego also has to cope with the conflicting demands of the id and the superego. The id seeks to fulfill all wants, needs and impulses while the superego tries to get the ego to act in an idealistic and moral manner.

What happens when the ego cannot deal with the demands of our desires, the constraints of reality and our own moral standards? According to Freud, anxiety is an unpleasant inner state that people seek to avoid. Anxiety acts as a signal to the ego that things are not going right.

Freud identified three types of anxiety:

1. Neurotic anxiety is the unconscious worry that we will lose control of the id's urges, resulting in punishment for inappropriate behavior.
2. Reality anxiety is fear of real-world events. The cause of this anxiety is usually easily identified. For example, a person might fear receiving a dog bite when they are near a menacing dog. The most common way of reducing this anxiety is to avoid the threatening object.
3. Moral anxiety involves a fear of violating our own moral principles.

In order to deal with this anxiety, Freud believed that defense mechanisms helped shield the ego from the conflicts created by the id, superego and reality. (<http://psychology.about.com/od/profilesofmajorthinkers/p/freudprofile.htm>).

## **RESEARCH METHODOLOGY**

### **3.1 Type of Research**

According to Herdiansyah (2010) mentioned that a case study is a model of qualitative research in detail about individual or social unit in a certain time. It has characteristics comprehensive, intense, in detail, and stressed to the study of contemporary phenomena in a bounded time.

According to Stake (2002) we have an intrinsic interest in the case or we have personal interest in the case. Based on that quotation it states that this thesis belongs to a case study especially intrinsic case study.

Qualitative research taps into peoples' interpretations of their experiences. The purpose of qualitative research is more *descriptive* than *predictive*. The goal is to understand, in depth, the viewpoint of a research participant. Realizing that all understanding is constructed, different research participants are going to have different interpretations of their own experience and the

social systems within which they interact (Vanderstoep & Johnston, 2009, p. 167).

### 3.2 Setting of the Research

The research deals with analysis of Lord Capulet characters in Romeo and Juliet Drama by William Shakespeare. This research focuses on how the characters of Lord Capulet or Juliet's mother based on Personality theory by Sigmund Freud.

### 3.3 Object of Research

Object of the research is the character of Lord Hamlet in the drama written by William Shakespeare. The description of the character is taken from the dialog form the drama script.

### 3.4 Data and Technique of Collecting Data

The data of this thesis are taken for drama script which are collected based on the topic of the research. After they are collected, they are categorized based on the theory of personality of Sigmund Freud. Then they are analyzed whether they include in the ID, Ego or superego.

## 4. DISCUSSION

### 4.4 Lord Capulet's id

Lord Capulet is the patriarch of the Capulet family, the father of Juliet, and uncle of Tybalt. He is very wealthy. He is sometimes commanding but also convivial, as at the ball: when Tybalt tries to incite a duel with Romeo, Capulet tries to calm him and then threatens to throw him out of the family if he does not control his temper; he does the same to his daughter later in the play.

CAPULET:

Hang thee, young baggage! disobedient wretch!

I tell thee what: get thee to church o' Thursday,

Or never after look me in the face;

Speak not, reply not, do not answer me.

My fingers itch. Wife, we scarce though us blest

That god had lent us but this only child;

But now I see this one is one too much,

And that we have a curse in having her. Out on her, handling! (3.5.160-8)

Capulet highly believes he knows what is best for Juliet. He says that his consent to the marriage depends upon what she wants and tells Count Paris that if he wants to marry Juliet he

should wait a while then ask her. Later, however, when Juliet is grieving over Romeo's being sent away, Capulet thinks her sorrow is due to Tybalt's death, and in a misguided attempt to cheer her up, he wants to surprise her by arranging a marriage between her and Count Paris. The catch is that she has to be "ruled" by her father and to accept the proposal. When she refuses to become Paris' "joyful bride", saying that she can "never be proud of what she hates", Capulet becomes furious; threatens to make her a street urchin; calls her a "hilding", "unworthy", "young baggage", a "disobedient wretch", a "green-sickness carrion", and "tallow-face"; and says God's giving Juliet to them was a "curse" and he now realizes he and his wife had one child too many when Juliet was born (in The Tragical History of Romeo and Juliet). In addition to threatening to turn her out, he threatens to sentence her to rot away in prison if she does not obey her parents' orders. He then storms away, and his wife also rejects Juliet before following him. He fixes the day of the marriage for Thursday and suddenly advances it to Wednesday out of anger and impulse. His actions indicate that his daughter's wants were irrelevant all the way up to the point when he sees her unconscious on her bed (presumably dead) and later, when she is truly dead during the play's final scene.

Capulet family comes from a rich, honorable and noble family, so the fulfillment of basic need is not the problem in this family even on the contrary the family often made party such as when gathering party when Paris was invited in order to know Juliet more detail. This can be seen in the following quotation:

**CAPULET:**

To Servant, giving a paper

Go, sirrah, trudge about

Through fair Verona; find those persons out  
Whose names are written there, and to them say,

My house and welcome on their pleasure stay. (1, 2, 35-8)

This quotation happen when Lord Capulet was having a party and he asked his servant to distribute the invitation to invitee. The persons who will be invited were written on a piece of paper but this become the main problem for the servant because he was illiterate, so he could not know the persons who were invited to the party.

## **CAPULET**

What noise is this? Give me my long sword,  
ho!(1.1.73-4)

This quotation happened when there was a street brawl between the Capulet and the Montagues. The Montagues men came up to meet the Capulet. Lord Capulet felt that his mortal enemy endanger him so he uttered the quotation above, so he asked for his long sword to protect himself. That quotation is suitable with the principle of Id namely pleasure principle. Yet Lady Capulet answered his beloved husband by saying

## **LADY CAPULET**

A crutch, a crutch! why call you for a sword?

## **CAPULET**

My sword, I say! Old Montague is come,  
And flourishes his blade in spite of me. (1,  
1, 74-7)

The short dialogue above happen when Lord Capulet feel unpleasure with the coming of the Montague men. When Lord Capulet asked for his long sword, Lady Capulet asked for a crutch instead of long sword.

## **4.5 The Ego of Lord Capulet**

In a short explanation. Ego deals with the reality principle how the Id meet the desire of id. The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The ego also discharges tension created by unmet impulses through the secondary process, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

The ego is based on the reality principle. The ego understands that this people have needs and desires and that sometimes being impulsive or selfish can hurt us in the long run. Its the ego's job to meet the needs of the id, while taking into consideration the reality of the present or current real situation

([http://psychology.about.com/od/pindex/g/def\\_primaryproc.htm](http://psychology.about.com/od/pindex/g/def_primaryproc.htm)) Online on 15 October 2014. This explanation can be seen in the following dialogue:

## **CAPULET**

But Montague is bound as well as I,  
In penalty alike; and 'tis not hard, I think,  
For men so old as we to keep the peace. (1,  
2, 1-3)

That quotation above happened when

lord Capulet felt uncomfortable with the penalty imposed by the prince because of his men involved in the street brawl. According to him the penalty he bear is not burdensome because he think that it is equal with his mortal enemy.

## **4.6 Super Ego of Lord Capulet**

### **CAPULET**

But saying o'er what I have said before:  
My child is yet a stranger in the world;  
She hath not seen the change of fourteen  
years,  
Let two more summers wither in their  
pride,  
Ere we may think her ripe to be a bride.  
(1, 2, 4-11)

The quotation above tells about the superego of Lord Capulet. That quotation happened when Lord Capulet told to Paris who wanted to marry to Juliet. Capulet actually was agree with his purpose but He was aware that his daughter was not ready to get married.

### **CAPULET:**

Content thee, gentle coz, let him alone;  
He bears him like a portly gentleman;  
And, to say truth, Verona brags of him  
To be a virtuous and well-govern'd youth:  
I would not for the wealth of all the town  
Here in my house do him disparagement:  
Therefore be patient, take no note of him:  
It is my will, the which if thou respect,  
Show a fair presence and put off these  
frowns,  
And ill-beseeming semblance for a feast.

### **TYBALT**

It fits, when such a villain is a guest:  
I'll not endure him.

### **CAPULET**

He shall be endured:  
What, Goodman boy! I say, he shall: go to;  
Am I the master here, or you? go to.  
You'll not endure him! God shall mend my  
soul!  
You'll make a mutiny among my guests!  
You will set cock-a-hoop! you'll be the man!

### **TYBALT**

Why, uncle, 'tis a shame.

### **CAPULET**

Go to, go to;  
You are a saucy boy: is't so, indeed?  
This trick may chance to scathe you, I know  
what:

You must contrary me! marry, 'tis time.  
Well said, my hearts! You are a princox; go:  
Be quiet, or--More light, more light! For  
shame!  
I'll make you quiet. What, cheerly, my hearts!  
(1, 5,183-8)

The short dialogue above appeared in act one scene five at dialogue number five to seven. It happened when Tybalt recognized that Romeo voice at the party. This made Tybalt very angry because Romeo was his family mortal enemy. Tybalt tried to fight against Romeo but Lord Capulet forbade him to do so. This is the moral value of Lord Capulet even though Romeo came from his mortal enemy but he still had a moral teaching not to fight at his party.

## **CONCLUSION AND SUGGESTION**

### **5.1 Conclusion**

In analysing Lady Capulet's Id, ego and super ego, the writer finds in *Lady Capulet's* Id is her desire to match or to plan marriage between Juliet and Paris because Paris is a kinsman of the price so he has everything. He is wealth and has power or authority. While the super-ego of Lord Capulet is the way how he tries to force his idea to Juliet and Super ego Lord Capulet is

Finally, the writer also concludes that character of Lady Capulet in *Romeo and Juliet* written by William Shakespeare is flat and antagonist character while the Lord Capulet is a round character.

### **5.2 Suggestion**

After analysing this *Romeo and Juliet* drama, the writer would like to give some suggestions to the next researchers especially for the students who are composing their thesis for classic literary works in this case drama in order to read the drama script more carefully because the language which was used in the drama is rather complicated than other literary works. it is suggested to know deeply about background of the author in writing his or her literary works.

While analysing the literary works it is hoped that all researchers can take the lessons from every literary work which he or she analyses because even though the classical literary works were written long time ago, but the moral message or the lesson still up to date until in this global era.

## References

Abrams, M.H. *Glossary of Literary Terms*. 7<sup>th</sup> ed. Library of Congress Catalogue, Boston, USA, 1999.

Alice and Ann Hogue. *Introduction to Academic Writing*. 2nd ed. N.P: Addison Wesley Longman, 1997.

Hornby, AS. *Oxford Advanced Learner's Dictionary*. 7<sup>th</sup> ed. Oxford, University Press, 2005.

Kenney, William *How to Analyze Fiction*. New York: Monarch Press, 1996.

Shakespeare, William. *Romeo and Juliet*  
<http://www.william-shakespeare.info/script-text-romeo-and-juliet.htm>

Siegel, Kristi. "Introduction to Modern Literary Criticism".  
<http://www.siegelkr.com>.(2006): n.p.  
Online. 11 November, 2014.

Simanulang, Debora. *Analysis of Juliet's Parents ID Character in Romeo and Juliet by William Shakespeare*. Putera Batam University. Batam, 2010.

<http://en.wikipedia/drama> online on 27th November 2014).

<http://www.shmoop.com/romeo-and-juliet/ladycapulet.html> online on 29th October 2014

[http://psychology.about.com/od/pindex/g/def\\_primaryproc.htm](http://psychology.about.com/od/pindex/g/def_primaryproc.htm)

[http://psychology.about.com/od/pindex/g/def\\_primaryproc.htm](http://psychology.about.com/od/pindex/g/def_primaryproc.htm).

<http://allpsych.com/dictionary/s.htm>

<http://psychology.about.com/od/profilesofmajortinkers/p/freudprofile.htm>

<http://allpsych.com/psychology101/defenses.htm>

<http://allpsych.com/psychology101/defenses.htm>

<http://www.uncp.edu/home/canada/work/allam/general/glossary.htm#c> online





# ANALYSIS OF STUDENTS' READING STRATEGIES AT RIAU KEPULAUAN UNIVERSITY

Afriana, Putera Batam University  
pianasasing04@gmail.com

## Abstrak

*Membaca merupakan salah satu kemampuan yang harus dikuasai oleh mahasiswa jurusan Bahasa Inggris Universitas Riau Kepulauan. Pada kenyataannya siswa Bahasa Inggris Universitas Riau Kepulauan mempunyai masalah didalam pemahaman membaca, hal ini mungkin disebabkan oleh minimnya strategi membaca yang mereka kuasai atau gunakan didalam menguasai keterampilan membaca. Jurnal ini bertujuan untuk menemukan: Strategi membaca bahasa Inggris yang digunakan oleh siswa; Kemampuan siswa didalam pemahaman membaca. Jurnal ini menggunakan metoda deskriptif kuantitatif. Pupulasi penelitian ini adalah seluruh mahasiswa semester dua jurusan Bahasa Inggris Universitas Riau Kepulauan. Hasil penelitian menunjukkan bahwa strategi Membaca Memory adalah yang banyak atau selalu digunakan oleh mahasiswa. dan Kemampuan mahasiswa dalam pemahaman membaca pada semester dua jurusan bahasa Inggris Universitas Riau Kepulauan berada di level Sedang.*

**Keywords:** *Language Learning Strategies, Reading Comprehension*

## INTRODUCTION

English has become more important in the era of globalization, because it is not only a means of communication but also a means for transferring science and technology. It can be seen in any electronic medium or even newspapers, which are mostly written in English. In addition, English is one of the international languages that is used by the people worldwide to communicate. Reading is one of the complex ways in learning English, and reading is important for everybody in order to cope with new knowledge in their changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. People consider reading as an important activity, so that people usually say that

reading is the window of the world. By reading, people can get the information widely without going anywhere. Thus, reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication.

The reading process requires two tasks to get done. The first task is that the students must recognize the printed words. The second task is that the students must be able to construct meaning from the words or sentences that have been called comprehension. Comprehension is the process of understanding ideas from text to the reader's mind or comprehension is how the students understand and get the messages from the printed words. Reading without comprehension is nonsense and useless. In this case, when reading a text the students review sounds, letters, vocabularies, memorize the spelling of words, the meaning of words and

word combinations, and preview grammar. The more the students read, the better their comprehension on the reading material will be.

In order to have good reading comprehension, the students should have good strategies in reading. The strategies will help them to be strategic readers. Good readers should employ effective reading strategies when they read because effective strategies can be as tools to help students to get deeper understanding about the text. Strategies play an important role in reading a foreign language text. Many researchers found that reading strategies will help students to read effectively and efficiently. And they also found that reading strategies have significant contributions to learning English, especially in reading classes for comprehending English text. Reading strategies could improve students' reading comprehension. Therefore, the students should have many and various strategies in reading to make them easier in understanding texts, and how to be independent, effective and efficient learners.

There are many definitions of learning strategies such as "behaviors and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" by Weinstein and Mayer (1986) and "behaviors of a learner that are intended to influence how the learner processes information" by Mayer (1988).

It is cannot be identified that which learning strategies are practical. It is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the

strategy relates well to the L2 task, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill the conditions such as making learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" are required of language learners. Several research studies in both first and second language contexts indicate that effective learners use appropriate learning strategies when they deal with academic tasks, whereas less effective learners apply strategies infrequently or inappropriately (O'Malley & Chamot, 1990; Wenden & Rubin, 1987).

Beside, Learning strategies are step taken by students to enhance their own learning. The word of strategy comes from the ancient Greek term "*strategia*" meaning generalship or the art of war or steps and action taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal directness remain the modern version of the word. Learning strategies is specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990: 8).

Language learning strategies include strategies for identifying the material that need to be learned, distinguishing from other materials, grouping it for easier learning, and formally committing the material to memorize when it does not seem to be acquired naturally (Cohen, 1998: 5). Learning strategies are produced by the learner in order to make their own language learning as effective as possible. O'Malley and Chamot (1990: 9) state that focusing on selected aspects of new information, analyzing and monitoring information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will succeed as a way to ally anxiety. Thus, the strategies have to be learned in the same way. In learning English, the students have various strategies. They will apply their own strategies as to master it. For example, they pay attention to their teacher's explanation. The other strategy can be memorized. They will memorize the material that has been given by the teacher. The students in this level have a good memorization.

From the definition above, it can be concluded that the language learning strategy as the learner's procedure and technique that facilitate him or her in learning the language or

learning strategies are the mental process which learner's employ to learn and use the target language.

The goal of language learning is to develop students' communicative competence. One aspect of the communicative competence is strategic competence which refers to the ability to use strategies. The researcher would like to show the Oxford concept about language learning strategies; it can be seen as the following explanation. Oxford (1990) explains about the concept of language learning strategies. He divided the strategies into two groups they are *direct and indirect strategies*.

Oxford (1990: 37) says that direct strategies are language learning strategies that directly involve the target language. All direct strategies require mental processing of language. These strategies are for dealing with the new language, like the performer in a stage play, working with language itself in a variety of specific task and situation. This strategy consists of memory strategies, cognitive strategies and compensation strategies.

Memory strategies, sometimes called mnemonics, have been used for thousands of years. People used memory strategies to remember practical information about learning, weather, or when they were born. After literacy became commonplace, people forgot their previous reliance on memory strategies and disparaged those techniques as "gimmicks." Now memory strategies are regaining their prestige as powerful mental tools. The mind can store some 100 trillion bits of information, but only part of that potential can be used unless memory strategies come to the aid of the learner.

Memory strategies fall into four sets:

The first, creating mental linkages consist of three points, they are: *grouping, associating elaborating* and *practicing new words in to a context*. Second, Applying Images sounds, Oxford (1990: 39) dividing this strategies to four sets. Four strategies are including here: *using keywords, semantic mapping, and representing sounds in memory*. Third, Reviewing well, this category contain just one strategy, it strategy is *structured reviewing*. Looking at new target language information once is enough. It must be reviewed in order to be remembered. Fourth, Employing Action, The two strategies in this set, *using physical response or sensation* and *Using Mechanical tricks*, both involve some kind of meaningful movement or action. These strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning.

Memory strategies can be powerful contributors to language learning; some research shows that language students rarely report using these strategies. It might be that students simply do not use memory strategies very much, especially beyond elementary levels of language learning. However, an alternative explanation might be that they are unaware of how often they actually do employ memory strategies.

Cognitive strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners.

According to Oxford (1990: 43) states that cognitive strategies consist of four points, they are: the first, Practicing, strategies for practicing are among the most important cognitive strategies. The cognitive strategies including: *repeating, formally practicing with sounds and writing system, recognizing and using formulas and pattern, recombining, and practicing naturalistically*. Of the five practicing strategies, probably the most significant one is *practicing naturalistically*. Second, Receiving and Sending Messages, two strategies for receiving and sending messages are: *getting the idea quickly* and using resources for receiving and sending messages. The former uses two specific techniques for extracting ideas, while the latter involves using a variety of resources for understanding or producing meaning. Third,

Analyzing and reasoning, this strategy consists of: *reasoning deductively, analyzing expressions, analyzing contrastively, translating* and transferring. This set of five strategies concerns logical analysis and reasoning applied to various target language skills. Often learners can use these strategies to understand the meaning of a new expression or to create a new expression. Fourth, Creating structure for input and output.

Language learners often feel besieged by “whirling words” from radio and TV programs, films, lectures, stories, articles, and conversations. To understand better, learners need to structure all this input into manageable chunks by using strategies such as *taking notes, summarizing, and highlighting*.

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations

in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. This strategy consists of two sets: *guessing intelligently in listening and reading, and overcoming limitations in speaking and writing*. Guessing strategies, sometimes called “inferencing,” involve: *using a wide variety of clues, linguistic and non linguistic* to guess the meaning when the learner does not know all the words. Overcoming limitations in speaking and writing dividing to eight points, they are: *switching the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym*. Eight strategies are used for overcoming limitations in speaking and writing. Some of these are dedicated solely to speaking, but some can be used for writing.

Based on explanation above can be concluded that. The *direct strategies* are the strategies which involve use of the new language, and this strategy consists of three groups: *memory, cognitive, and compensation*. Furthermore, these strategies can be applied to the four language skills.

The second major strategy is indirect strategies. This strategy is for general management of learning and can be likened to the director of the play. This strategy consists of metacognitive strategies, affective strategies, and social strategies.

Oxford (1990: 136) metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process or metacognitive strategies help language learning indirectly by helping learners to manage and monitor their learning. Metacognitive strategies include three strategy sets. They are: Centering your learning, this strategy include: *overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening*. This set of three strategies help learners to converge their attention and energies on certain language task, activities, skills, or materials. Arranging and planning your learning, this set contains six strategies, all of which help learners to organize and plan so as to get the most out of language learning. These strategies touch many areas: *finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task,*

*planning for a language task*, and the last one *seeking practice opportunities*. Evaluating your learning, in this set are two related strategies, both aiding learners in checking their language performance: *self-monitoring* and *self-evaluating*.

Affective strategies refers to emotions, attitudes, motivations, and values. It is possible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets of affective strategies exist: *lowering your anxiety*, *encouraging yourself*, and *taking your emotional temperature*. Lowering your anxiety, this strategy consists of three points. They are: *using progressive (relaxation, deep breathing, or mediation)*, *using music*, and *using laughter*. Each of strategies has a physical component and mental component. Encouraging yourself, there are three set of strategies in this strategies. It strategies include: *making positive statements*, *taking risk wisely*, and *rewarding yourself*. This set of three strategies is often forgotten by language learners, especially those who expect encouragement mainly from other people and do not realize they can provide their own. However, the most potent encouragement-and the only available encouragement in many independent language learning situations-may come from inside the learner. Self-encouragement includes saying supportive things, prodding oneself to take risk wisely, and providing rewards. Taking your emotional temperature, the four strategies in this set help learners to assess their feelings, motivations, and attitudes and, in many cases, to relate them to language tasks. It strategies consist of: *listening to your body*, *using a checklist*, *writing a language learning diary*, and the last one *discussing your feelings with someone else*.

Social Strategies, Oxford (1990: 144) states language is a form of social behavior; it is communication occurs with others. Learning a language this involve other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising two specific strategies are included here: *asking questions*, *cooperating with others*, and *empathizing with others*.

Asking question, this set of strategies involves asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction. It strategies include: *Asking for clarification or verification* and *asking for correction*. Cooperating with others, these

strategies are the basis of cooperative language learning, which not only increases learners' language performance but also enhances self-worth and social acceptance. The set of strategies are: *cooperating with peers* and *cooperating with proficient users of the new language*.

Empathizing with others, there are two points of this strategies, *developing cultural understanding* and *becoming aware of others' thoughts and feelings*. Empathy can be developed more easily when language learners use these two strategies.

As the explanation above, Oxford (1990: 321-324) states that from 62 strategies in direct and indirect strategy concepts there are 50 strategies are useful for reading.

## METHOD

This research is descriptive method. The purpose of this research is to determine relationship to make prediction quantitatively. Gay (2000: 275) states that "a descriptive study determines and describes the way things are or descriptive research involves collecting data in order to answer the question about the status of the subject of study". Besides, Arikunto (2006: 350) states that the descriptive research describes the data in the simple analysis. It uses the percentage and simple expression. In this case, this research wants to analyze the English reading language learning strategies used by the students and their ability in reading comprehension. The data collected through the observation, questionnaire, and interview toward the students. The data analyzed by making

The result of the questionnaire was studied and identified to find out English reading language learning strategies used by the students in learning English reading. For the identification of students' strategies, the researcher calculated the mean as it is the most common measurement used in classifying students' category. This idea is also supported by Ary, et.al (Furchan (Translator)), 2005: 159.

## FINDING AND DISCUSSION

The findings presented below based on the information from the questionnaire. The questionnaire included six reading strategies that were developed by Oxford (1990). They were **Memory**, **Cognitive**, **Compensation**, **Metacognitive**, **Affective** and **Social** reading strategies. In analyzing the questionnaire, Linkert Scale model was used. Then, the data are presented by using Oxford intensity. The following table shows the result of an analysis

the strategies used by the students in comprehending reading texts.

**Table 11:**  
Result of reading strategies used by students in comprehending reading texts

Strategy	Average	Criteria	Total Mean	Tendency
1. Grouping	3.9	High	3.6	Memory Reading Strategies
2. Associating Elaborating	3.9	High		
3. Using Imaginary	4.0	High		
4. Semantic Mapping	3.7	High		
5. Using Keywords	3.7	High		
6. Structured Reviewing	4.1	High		
7. Using Physical Response or Sensation	3.7	High		
8. Paying attention	3.6	High	3.5	Metacognitive Reading Strategies
9. Organizing	3.9	High		
10. Setting goals and objectives	4.6	Very high		
11. Self evaluating	3.9	High		
12. Using progressive Relaxation, deep breathing, or mediation	4.1	High	3.4	Affective Reading Strategies
13. Making positive statements	4.1	High		
14. Taking risk wisely	4.5	High		
15. Rewarding yourself	3.5	High		
16. Repeating	4.1	High		
17. Practicing Naturalistically	4.1	High	3.3	Cognitive Reading Strategies
18. Using Resources for receiving and sending message	3.5	Very high		
19. Taking Note	4.5	High		
20. Asking for correction	3.6	High		
21. Developing cultural understanding	3.7	High	3.2	Social Reading Strategies

The table above shows that, the reading strategies used by the second semester students of the English department of Riau Kepulauan University memory reading strategies (mean 3.6). Then is followed by metacognitive reading strategies (mean 3.5). Both these strategies are over the “always and usually” range. Then affective reading strategies (mean 3.4), cognitive reading strategies (mean 3.3). The last strategies are social reading strategies (mean 3.2) as the lowest strategies used by the students. From sub strategies of each strategy, it was found that there were twenty one reading strategies used by the students. For more detail, *see appendix 1*.

From the table it can be seen that there are sub indicators of all strategies that have the same average score. The highest average score is 4.6 this is for *setting goals and objectives* strategy. Then, for *taking risk wisely* and *Using Resources for receiving and sending message* strategies are at average score (4.5). Followed by *Structured Reviewing, Using progressive Relaxation, Deep Breathing, or Mediation, Making Positive Statements, Repeating* and *Practicing Naturalistically* all of these strategies have the same average score (4.1). Meanwhile average score (4.0) is for *Using imaginary* strategy. Next, for *Grouping, Associating Elaborating, Organizing, and Self evaluating* strategies got average score (3.9). For *Semantic Mapping, Using Keywords, Using Physical Response or Sensation, and Developing Cultural Understanding* strategies get average score (3.7). Besides, averages (3.6) are for *Paying Attention* and *Asking for Correction* strategies. The last one is *Rewarding Yourself* and *Reasoning Deductively* with average (3.5).

From the description above, it can be concluded that all of those strategies are *always* and *usually* used by the second semester students of the English department of Riau Kepulauan University and the intensity of those reading strategies used by the students are at *Very High* and *High* criteria. The description of the intensity of using reading learning strategies by the students is presented in *appendix 1*.

The following is the description of the six reading strategies used by the students in the reading comprehension activity. The questionnaire results tend to show that the students use more Memory Reading Strategies. Oxford (1990) states that memory strategies are among the most important for the students in comprehending reading passage.

There were four (4) Indicators and ten (10) Sub Indicators of Memory Reading Strategies. The four indicators were: a). Creating Mental Linkages, b). Applying Images and Sounds, c). Reviewing Well, and d). Employing Action. While its sub indicators were: a). Grouping, b). Applying Images and Sounds, c). Practicing New Words in to a Context, d) Using Imaginary, e). Semantics Mapping, f). Using Key Words, g) Repeating Sound in Memory, h). Structured Reviewing, i). Using Physical Response or Sensation, and j). Mechanical Techniques.

The following table shows the result of an analysis of the students’ intensity in using Memory Reading Strategies.

**Table 12:**  
Result of the students’ intensity in using Memory Reading Strategies

Reading Strategies	Indicator	Sub Ind	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
MEMORY READING STRATEGIES	Creating Mental Linkage	1	5	19	15	56	6	22	-	-	1	4
		2	6	22	12	44	8	30	1	4	-	-
		3	4	15	9	33	6	22	4	15	-	-
		<b>Average</b>	<b>18.6</b>		<b>44.3</b>		<b>24.6</b>		<b>6.2</b>		<b>1.2</b>	
	Applying images and sounds	4	9	33	10	37	8	30	-	-	-	-
		5	3	11	16	59	5	19	3	11	-	-
		6	7	22	11	41	4	15	4	15	1	4
		<b>Average</b>	<b>19.2</b>		<b>40.8</b>		<b>24.2</b>		<b>14</b>		<b>0.9</b>	
	Reviewing Well	8	11	41	9	33	6	22	1	4	-	-
		<b>Average</b>	<b>41</b>		<b>33</b>		<b>22</b>		<b>3.7</b>		<b>0</b>	
Employing Action	9	5	19	13	48	10	37	4	15	-	-	
	10	2	7	7	26	4	15	5	19	4	15	
	<b>Average</b>	<b>13.2</b>		<b>37</b>		<b>26</b>		<b>17</b>		<b>7.5</b>		
	<b>Total average</b>	<b>22.8</b>		<b>38.8</b>		<b>24.2</b>		<b>10.2</b>		<b>2.4</b>		

The intensity of using *Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Action* strategies is categorized into five frequencies based on the scores obtained shown in table above; Very high, High, Medium, Low and Very Low.

The following explanation is about the intensity of students using Memory Reading Strategies. First, the Indicator of *Creating Mental Linkages*, there were 18.6% of student categorized at very high and included in the scores ranged of 4.5 – 5.00, and 44.8% of

students were categorized at high criteria with the range score of 3.50 – 4.49. Then, 24.2% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 14% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there was 1.2% of student categorized at very low criteria. The total average score of this strategy was 3.8 in the range score of 3.50 – 4.49. This value is categorized at high level of frequency. It indicates that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Second, for *Applying Images and Sounds* there were 19.2% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 40.8% of students were categorized at high criteria, it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, 24.2% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the scores ranged from 2.50 – 3.49. On the other hand, 14% of the students *rarely* used this strategy with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 0.9% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. Finally, the total average score for *Applying Images and Sounds strategy* was 3.7; it shows that the intensity of students using this strategy was at *usually* levels.

Third, the Indicator of *Reviewing Well* shows that 13.2% of students were at very high category. The score ranged from 4.50 – 5.00. Then, 33% of students were categorized high with the range score of 3.50 – 4.49, 22% of students *sometimes* used this strategy; it means that they were at medium criteria, the score ranged from 2.50 – 3.49, and about 3.7% of the students were categorized low with the range score of 1.50 – 2.49. It interprets that the students rarely used this strategy. Besides, there was no student at very low criteria. The last one, the total average score for *reviewing well strategy* was 4.1, it can be concluded that the students usually used this strategy.

Finally, for the Indicator *Employing Action*, 13.2% of students were categorized very high and included in the score ranged of 4.5 – 5.00. 37% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 26% of students were categorized medium, this score ranged from 2.50 – 3.49, and about 17% of students were categorized low, the score

ranged from 1.50 – 2.49. The last one, there were 7.5% of students were categorized in low criteria. The total average score of using this strategy was 3.3, in the range score of 2.50 – 3.49. It indicates that the second semester students of English department of Riau Kepulauan University sometimes used this strategy in reading the text.

From the result of the whole analysis, shows that 22.8% of students always used memory reading strategies and 38.8% of them usually used this strategy. Then, 24.2% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 10.2% of students rarely used this strategy, and the last one 2.4% of them never used memory reading strategies when they are reading a text.

The table above describes the intensity of using the memory reading strategies. After computed the data it was found that the mean total of *Memory Reading Strategies* was 3.6 in the range score of 3.50 – 4.49. This value is categorized at high level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University usually used memory reading strategies when they are reading the texts.

### **The Use of Cognitive Reading Strategies**

Cognitive Strategies are essential in learning a new language. Such strategies a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learner. There were four (4) indicators and thirteen (13) sub indicators of cognitive reading strategies (*see on appendix 1*). The following table shows the result of an analysis of the students Intensity in Using Cognitive Reading Strategies.



Table 13:  
Result of the students' intensity in using cognitive reading strategies

Reading Strategies	Indicator	Sub Ind.	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
COGNITIVE STRATEGIES	Practicing	11	7	26	17	63	2	7	1	4	-	-
		12	-	-	7	26	17	63	2	7	1	4
		13	14	52	7	26	4	15	-	-	2	7
	Average	26	38.3	28.8	3.7	3.7						
	Receiving And Sending Message	14	4	15	9	33	10	37	2	7	2	7
		15	18	67	5	19	3	11	1	4	-	-
		Average	41	26	24	5.5	3.7					
	Analyzing and Reasoning	16	6	22	8	30	8	30	4	15	1	4
		17	5	19	3	11	11	41	5	19	3	11
		18	-	-	5	19	9	33	10	37	3	11
		19	2	7	2	7	5	19	9	19	9	33
		20	4	15	7	26	8	30	3	11	5	19
	Average	20	18.6	27.8	20.2	15.5						
	Creating Structure for input and output	21	-	-	4	14	9	33	5	19	9	33
		22	6	22	10	37	5	19	2	7	4	15
23		4	14	5	19	11	41	5	19	2	7	
Average	12	23.3	26.3	15.1	13.8							
Total Average	24.7	26.5	26.7	11.1	9.1							

The intensity of using *Practicing*, *Receiving and sending Message*, *Analyzing and Reasoning*, and *Creating Structure for Input and Output* Strategies is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, and very low. Firstly, the Indicator of *Practicing* shows that there were 26% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 38.3% of students were categorized at high criteria it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49. Next, 28.8% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. Meanwhile, 37% of the students *rarely* used this strategy, with the ranges score of 1.50 – 2.49, the category was at low criteria. Besides, there were 37% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they were *never* using this strategy. Finally, the total average score for *practicing strategy* was 3.8; it shows that the intensity of students using this strategy was at *usually* levels.

Second, for *Receiving and Sending Messages strategies*, 41% of students were categorized very high and included in the range score of 4.5 – 5.00, and 26% of the students were categorized high that is in the range score of 3.50 – 4.49. Then, 24% of students were categorized medium, with the score ranged from 2.50 – 3.49, and 5.5% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there were 3.7% of students categorized in low criteria. The total average score of using this strategy was 3.5, in the range score of 3.50 – 4.49. It indicates that that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Third, the Indicator of *Analyzing and Reasoning*, there were 20% of students *always*

used this strategy; they were categorized at very high criteria and included in the score range of 4.50 – 5.00. Then, 18.6% of students were categorized at high criteria it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, and 27.8% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. On the other hand, 20.2% of the students *rarely* used this strategy, with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 15.5% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they *never* used this strategy, and the total average score for *analyzing and reasoning* was 2.7; it shows that the intensity of students using this strategy at *medium* levels.

Finally, the Indicator of *Creating Structure for Input and Output*, 12% of students were categorized very high and included in the range score of 4.5 – 5.00, 23.3% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 26.3% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 15.1% of students were categorized low, the score ranged from 1.50 – 2.49. The last one, there were 13.8% of students categorized in low criteria. The total average score of the students using *creating structure for input and output* strategy was 3.7; in range the score of 3.50 – 4.49. It indicates that that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

From the result of the whole analysis, shows that 24.7% of students always used cognitive reading strategies and 26.5% of them usually used this strategy. Then, 26.7% of students at the second semester of the English Department of Riau Kepulauan University sometimes used this strategy, 11.1% of students rarely used this strategy, and the last one 9.1% of them never used cognitive reading strategies where they are reading a text.

The table above describes the intensity of students using the cognitive reading strategies. After computing the data it was found that the mean total of this strategy was 3.3 in the range score of 2.50 – 3.49. This value is categorized at medium level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University sometimes used cognitive reading strategies when they are reading texts.

## The use of Compensation Reading Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. This strategy consists of one indicator and two sub indicator. The indicator was guessing intelligently, and they sub indicators were: a) using linguistic Clues and, b) using other clues. The following table is a summary of an analysis of the students Intensity in Using Compensation Reading Strategies

Table 14:  
Result of students' intensity in using Compensation Reading Strategies

Reading Strategies	Indicator	Sub Ind.	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
Compensation reading strategies	Guessing Intelligently	24	1	4	2	7	7	26	4	15	13	48
		25	-	-	5	19	8	30	8	30	6	22
Average			2		13.2		28		22.5		35	
Total Average			2		13.2		28		22.5		35	

The intensity of using *Guessing Intelligently* Strategy is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, and very low. From the table above shows that, the indicator of *Guessing intelligently strategy*, there were 2% of students *always* used this strategy; they were categorized at very high criteria and included in the score range of 4.50 – 5.00. Then, 13.2% of students were categorized at high criteria it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, 28% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. Besides, 22.5% of the students *rarely* used this strategy, with the range score of 1.50 – 2.49. The category is at low criteria. The last one, there were 35% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they *never* used this strategy.

Based on the explanation above, it can be interprets that 2% of second semester students of the English Department of Riau Kepulauan University always used compensation reading strategies in reading English text. After computed the data it was found that the mean total of *compensation reading strategies* was 2.2 in range score 1.50 – 2.49. This value is categorized at medium level of frequency. It means that the students at the second semester of the English department of Riau Kepulauan University rarely used this strategy.

## The Use of Metacognitive Reading Strategies

Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process or metacognitive strategies help language learning indirectly by helping learners to manage and monitor their learning. There were three (3) indicators and thirteen (10) sub indicators of metacognitive reading strategies. The indicators were; a) Centering Your Learning, b) Arranging And Planning Your Learning, C) Evaluating Your Learning. Meanwhile it sub indicator are: a) Overviewing and Linking with already known material , b) Paying Attention, c) Finding Out About Language Learning, d) Organizing e) Setting Goals and Objectives, f) Identifying the Purpose of Language Task, g) Planning for a Language Task, h) Seeking Practice Opportunities, i) Self-Monitoring, and j) Self-Evaluating. The following table showed that a result of an analysis of the students Intensity in Using Metacognitive Reading Strategies.

Table 15:  
Result of students' intensity in using Metacognitive Reading Strategies

Reading strategies	Indicator	Sub Ind.	Percentage of answer									
			always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
METACOGNITIVE STRATEGIES	Centering Your Learning	26	2	7.4	8	30	5	33	4	15	4	15
		27	7	26	10	37	3	11	5	19	2	7.4
	Average			16.7		33.5		22		17		11.2
	Arranging and Planning your Learning	28	1	3.7	9	33	11	41	3	11	3	11
		29	7	26	12	44	5	19	3	11	-	-
		30	13	48	8	30	3	11	3	11	-	-
		31	7	26	4	15	12	44	2	7.4	2	7.4
		32	1	3.7	8	30	10	37	3	11	5	19
	Average			20.4		29.6		31.5		11.1		7.4
	Evaluating Your Learning	34	5	19	8	30	10	37	2	7.4	2	7.4
		35	7	26	13	48	4	15	2	7.4	1	3.7
	Average			22.5		39		26		7.4		5.5
	Total Average			19.8		34.0		26.5		11.8		8.0

The intensity of using *centering your learning, arranging and planning your learning, and evaluating your learning* strategies is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, and very low. Firstly, for indicator *centering your learning*, 16% of students were categorized very high and included in the range score of 4.5 – 5.00. 33.5% of the students were categorized high that is in the range score of 3.50 – 4.49. Then, 22% of students were categorized medium, with the score ranged from 2.50 – 3.49. Besides, about 17% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there were 11.2% of students categorized in low criteria. The total average score of using this strategy was 3.3, in the range score of 2.50 – 3.49. It indicates that that the second semester



students of English department of Riau Kepulauan University sometimes used this strategy in reading the text.

Second, for *arranging and planning your learning* indicator, there were 20.4% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 29.6% of students were categorized at high criteria, it means that they were *usually* used this strategy, which is in the range score of 3.50 – 4.49, and 31.5% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the scores ranged from 2.50 – 3.49. On the other hand, 31.5% of the students *rarely* used this strategy with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 7.4% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. The total average score for *applying images and sounds strategy* was 3.5; it shows that the intensity of students using this strategy was at *usually* levels.

Finally, the Indicator of *evaluating your learning* shows that 22.5% of students were at very high category. The score ranged from 4.50 – 5.00. Then, 39% of students were categorized high with the range score of 3.50 – 4.49, 26% of students *sometimes* used this strategy; it means that they were at medium criteria, the score ranged from 2.50 – 3.49, and 7.4% of the students were categorized low with the range score of 1.50 – 2.49. It interprets that the students rarely used this strategy. Besides, there were 5.5% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. Finally, the total average score for *evaluating your learning* strategy was 3.7; it shows that the intensity of students using this strategy was at *usually* criteria.

From the result of the whole analysis, shows that 19.8% of students always used metacognitive reading strategies and 34.0% of them usually used this strategy. Then, 26.5% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 11.8% of students rarely used this strategy, and the last one 8.0% of them never used metacognitive reading strategies when they are reading a text.

The table above describes the intensity of using the metacognitive reading strategies. After computed the data it was found that the mean total of Metacognitive Reading Strategies was 3.5 in the range score of 3.50 – 4.49. This value is categorized at high level frequency. It can be

concluded that the second semester students of the English department of Riau Kepulauan University usually used metacognitive reading strategies when they are reading the texts

### The use of Affective Reading Strategies

The term affective refers to emotions, attitudes, motivations, and values. It is possible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets of affective strategies exist: a) Lowering Your Anxiety, b) Encouraging Yourself, and c) Taking Your Emotional Temperature. Meanwhile it consists of ten sub indicators; a) Using Progressive Relaxation, Deep Breathing, or Meditation, b) Using Music, c) Using Laughter, d) Making Positive Statements, e) Taking Risk Wisely, f) Rewarding Yourself, g) Listening to Your Body, h) Using Checklist, i) Writing Language Learning Diary, and j) Discussing Felling with Someone else. The following table showed that a result of an analysis of the students Intensity in Using Affective Reading Strategies.

Table 16:  
Result of students' intensity in using Affective Reading Strategies

Reading strategies	Indicator	Sub Ind.	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
Affective reading strategies	Lowering Your Anxiety	36	7	26	11	41	5	19	2	7.4	2	7.4
		37	4	15	6	22	4	15	2	7.4	11	41
		38	3	11	8	30	10	37	4	15	2	7.4
		Average	17.3		31		23.6		9.9		18.6	
	Encouraging Your self	39	5	19	13	48	7	26	2	7	-	-
		40	6	22	9	33	7	26	3	11	2	7.4
		41	11	41	11	41	2	7.4	2	7.4	1	3.7
		Average	27.3		40.6		19.8		8.4		3.7	
	Taking Your Emotional Temperature	42	11	41	8	30	6	22	1	3.7	1	7.4
		43	2	7.4	6	22	8	30	5	19	6	22
		44	6	22	9	33	6	22	3	11	3	11
		Average	20.3		29.5		24		15.9		11.0	
	Total Average	21.6		33.7		22.4		11.4		11.1		

The intensity of using *Lowering Your Anxiety*, *Encouraging Yourself*, and *Taking Your Emotional Temperature* Strategies is categorized into five frequencies based on the scores obtained shown in table above; high, very high, medium, low, and very low. Firstly, the Indicator of *Lowering Your Anxiety* shows that there were 17.3% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 31% of students were categorized at high criteria it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, and about 23.6% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. Next, 9.9% of the

students *rarely* used this strategy, with the ranges score of 1.50 – 2.49, the category is at low criteria. Besides, there were 18.6% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they were *never* using this strategy, the total average score for *practicing strategy* was 3.2; it shows that the intensity of students using this strategy was at medium levels.

Second, for *Encouraging Yourself Strategy*, 27.3% of students were categorized very high and included in the range score of 4.5 – 5.00. 40.6% of the students were categorized high that is in the range score of 3.50 – 4.49. Then, 19.8% of students were categorized medium, with the score ranged from 2.50 – 3.49. Besides, about 8.4% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there were 3.7% of students categorized in low criteria. The total average score of using this strategy is 3.8, in the range score of 3.50 – 4.49. It indicates that that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Finally, the Indicator of *Taking Your Emotional Temperature*, 20.3% of students were categorized very high and included in the range score of 4.5 – 5.00, 29.5% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 24% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 15.9% of students were categorized low, the score ranged from 1.50 – 2.49. The last one, there were 11.0% of students categorized in low criteria. The total average score of the students using taking your emotional temperature strategy was 3.3; in range the score of 2.50 – 3.49. It indicates that that the second semester students of English department of Riau Kepulauan University sometimes used this strategy in reading the text.

From the result of the whole analysis, shows that 21.6% of students always used affective reading strategies and 33.7% of them usually used this strategy. Then, 22.4% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 11.4% of students rarely used this strategy, and the last one 11.1% of them never used affective reading strategies where they are reading a text.

The table above describes the intensity of students using the affective reading strategies. After computing the data it was found that the mean total of this strategy was 3.4 in the range score of 2.50 – 3.49. This value is categorized at

medium level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University sometimes used affective reading strategies when they are reading texts.

### The use of Social Reading Strategies

Oxford (1990: 144) states language is a form of social behavior; it is communication occurs with others. Learning a language this involves other people, and appropriate social strategies are very important in this process. The following table showed that a result of an analysis of the students Intensity in Using Social Reading Strategies.

Table 17:  
Result of students' intensity in using Social Reading Strategies

Reading strategies	Indicator	Sub Ind.	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
SOCIAL STRATEGIES	Asking Questions	46	7	26	7	26	9	33	2	7.4	2	7.4
	Average		26	26	33	7.4	7.4					
	Cooperating with others	47	5	19	8	30	6	22	7	26	1	3.7
	Average	48	3	11	10	37	7	26	7	26	-	-
	Empathizing with others	49	10	37	5	19	6	22	5	19	1	3.7
	Average	50	-	-	3	11	5	19	6	22	13	49
	Average		18.5	15	20.5	20.5	26.4					
	Total Average		19.8	24.8	25.8	17.9	11.8					

The intensity of using *asking question*, *cooperating with others* and *empathizing with others* strategies is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, very low. First, the Indicator of *asking question*, there were 26% of student categorized at very high and included in the scores ranged of 4.5 – 5.00, 26% of students were categorized at high criteria with the range score of 3.50 – 4.49. Then, 33% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 7.4% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there was 7.4% of student categorized at very low criteria. The total average score of this strategy used is 3.6 in the range score of 3.50 – 4.49. This value is categorized at high level of frequency. It indicates that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Second, for *cooperating with others*, there were 15% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 33.5% of students were categorized at high criteria; it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, and about 24% of students were categorized medium; it indicates that the

students *sometimes* used this strategy, the scores ranged from 2.50 – 3.49. Next, 26% of the students *rarely* used this strategy with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 18.5% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. The total average score for *cooperating with others* was 3.3; it shows that the intensity of students using this strategy was at medium levels.

Finally, for the Indicator *empathizing with others*, 18.5% of students were categorized very high and included in the score ranged of 4.5 – 5.00, and 15% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 20.5% of students were categorized medium, this score ranged from 2.50 – 3.49, and about 20.5% of students were categorized low, the score ranged from 1.50 – 2.49. The last one, there were 26.4% of students were categorized in low criteria. The total average score of using this strategy is 2.8, in the range score of 2.50 – 3.49. It indicates that the second semester students of English department of Riau Kepulauan University sometimes used this strategy in reading the text.

From the result of the whole analysis, shows that 19.8% of students always used social reading strategies and 24.8% of them usually used this strategy. Then, 25.8% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 17.5% of students rarely used this strategy, and the last one 11.8% of them never used social reading strategies when they are reading a text.

The table above describes the intensity of using the social reading strategies. After computed the data it was found that the mean total of *social reading strategies* was 3.2 in the range score of 2.50 – 3.49. This value is categorized at medium level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University sometimes used social reading strategies when they are reading the texts.

After scoring the questionnaire for each answer sheet the students average score was computed in order to know the level of students' reading Strategies. It was found that there was no students got very high score. Meanwhile, there were 9 students (22.2%) who got high score and 18 students (66.6%) got medium score. Besides, there was no student got low and very low score. It means that the students' reading strategies at second semester of the

English Department of Riau Kepulauan University was at Medium (*Enough Level*). The distribution of data students' reading strategies is as follows:

**Table 18:**  
The Distribution of students' Reading Strategies

No	Interval	Frequency	%	Level
1	4.50 – 5.00	-	-	Very High
2	3.50 – 4.49	9	22.2	High
3	2.50 – 3.49	18	66.6	Medium
4	1.50 – 2.49	-	-	Low
5	0.00 – 1.45	-	-	Very Low
Total		27	100	

## CONCLUSION

The conclusion of the Students' reading strategies and their ability in reading comprehension at the second semester of the English department has eventually come to conclusions:

The reading strategies used by the students at the Second semester of the English department of Riau Kepulauan University is Memory Reading Strategies, the total mean of students' use this strategy is 3.6 in the range score of 3.50 – 4.49. This value is categorized as high level of frequency. It indicates that the students usually use memory reading strategy when they are reading the English texts. The students' ability in reading comprehension at the Second semester of the English department of Riau Kepulauan University at the *Enough* criteria or at *Average Level*.

## References

- Aebbersold, Jo Ann and Field, Mary Lee. 1997. *From Reader to Reading Teacher*. Cambridge: Cambridge University Press.
- Anna. 2008. *Analysis of ESP university students' reading strategy awareness*. Retrieved on January 16<sup>th</sup> 2015 from <http://www.journal.au.edu>.
- Anderson, N. J. 1999. Current Development in Second Language Reading Research. *TESOL Quarterly*, 25, 37.
- Arthur. W. H, et.al. 1981. *Principles and Practice of Teaching Reading*. New York: A Bell & Howell Company.
- Baker, L. and Brown, A. L. 1998. *Metacognitive Skills and Reading*. In P. David Pearson (Ed.), *Handbook of reading research*. New York: Longman.
- Barnett, M. 1988. *More than meets the eye*. Englewood Cliffs, N. J: Prentice Hall Regents.
- Block, E. 1986. The Comprehension Strategies of Second Language Readers. *Tesol Quarterly*, 20:3, 463-494.
- Brown, H. Douglas. 2001. *Strategies for Success: A Practical Guide to Learning English*. New York: Longman.
- Carrell, P. L. 1989. Metacognitive Awareness and Second Language Reading. *Modern Language Journal*, 73, 121-134.
- Chamot, et al. 1999. *The Learning Strategies Hand Book*. New York: Wesley Longman Inc.
- Cheuwawong. 2005. *A Survey Study of English Reading Strategies of Students Officers Taking Naval Command and Staff Course*. Research Paper. Bangkok: Thammasat University.
- Cohen, A. 1998. *Strategies in Learning and Using Second Language*. London: Longman.
- Dhakal, Rebart Kumar. 2010. *Making Sense of Sense: Strategy to Improve Reading Comprehension*. Kathmadu. Retrieved on January 16<sup>th</sup> 2015 from [http://www.4shared.com/document/mWYSdg\\_2/2\\_Making\\_Sense\\_of\\_non\\_Sense.Html](http://www.4shared.com/document/mWYSdg_2/2_Making_Sense_of_non_Sense.Html).
- Dorn, Linda J & Soffos Carla. 2005. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse.
- Furchan, A (translator). 2005. *Pengantar Penelitian Dalam Pendidikan*. Yogyakarta: Pustaka Pelajar.
- Gay, L. R. 2000. *Educational Research: Comptencies for Analysis and Application*. New York: Prentice Hall.
- Giles, Jim. 1987. *The English Hand Book*. Education Department of South Monash: Publication Branch
- Grellet, Francoise. 1998. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press
- Mayer, R. 1988. *Learning strategies: An overview*. Cited in Weinstein, C., E. Goetz, and P. Alexander (Eds.). *Learning and Study Strategies: Issues in Assessment, Instruction, and Evaluation*. New York : Academic Press,
- Murcia. M. 2001. *Teaching English as a Second Language, Third Edition*. New York: Thompson Learning Company.
- O'Malley, J.M and Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, R, L. 1990. *Language Learning Strategies*. New York: Newbury House Publishers.
- Rubin, Joan and Thompson, Irene. 1985. *How to Be More Successful Language Learner*. Boston: Heinle and Heinle Publisher.Inc.
- Wirotonan. 2008. *Reading Strategies Of University EFL Thai Reader in Reading Thai and English Expository Texts*. Retrieved on January 16<sup>th</sup> 2015 from <http://iteslj.org/Articles/wiro.html>.

# ANALYSIS OF STUDENTS' SPEAKING SKILL IN PRESENTATION BY WATCHING ANIMATION MOVIE

Pipit Rahayu, English Study Program in University of Pasir Pengaraian, (Rokan Hulu-Riau Province)  
[darariau2010@gmail.com](mailto:darariau2010@gmail.com)

## Abstract

*This Paper discusses about the analysis of Students Speaking Skill through animation movie. Animation movie is included in audiovisual media. In addition, animation movie is kind of film which involve sound, recording a series of draing of manipulating in animate object, one frame is one time. The technique of data analysis is descriptive quantitative the steps involved analyzing the component of speaking skill (accent, fluency, vocabulary, grammar and comprehension). Besides, the students had to watch the animation movie that they have chosen before. After that in the group of work they had to discuss the story then present it in oral presentation in front of the class. The Sample in this paper was the second semester students which consist of 40 students. Based on the analysis, it can be concluded that students' speaking skill through animation movie was in good category. It can be seen from the summary of data, 79,5% of students was in good category in comprehension, 67,5% of students was in good category on fluency, 75% of students was good category in vocabulary, 59% of students was in good category in term of grammar and 79,75% of students was in good category in term of accent.*

*Key words: speaking, animation and movie*

## INTRODUCTION

As an oral productive skills, speaking which happens face to face between speaker and listener. Speaking is an interactive process to get meaning which cover producing, receiving and processing information. In learning English as compulsory subject, speaking is one of the four basic skills in all level of education. They asked to speak with regard speaking skill measurements of knowing a language. They should define influence as the ability to speak with other. The students know the way to express their opinion, emotions, feeling and ideas meaningfully in learning English process. In other words speaking is an important skill, which has to be achieved in learning language, because it has an important role in communication.

The students of English Department in University of Pasir Pengaraian have learnt many English subjects. One of them is speaking. Speaking subject is divided into four levels; speaking I, speaking II, speaking III and Speaking IV. All speaking levels are intended to encourage the students to practice the language that they have already known. Sometimes when they want to state their ideas, it is not easy for them to utter in the correct words of the language. Moreover, if speakers do not know how to use its structure, vocabulary, and pronunciation in their speaking, misunderstanding will happen. It supports that

one needs to master rules of speaking, usage of vocabulary and pronunciation. In addition, speaking is a complex skill requiring the simultaneous use of different abilities. Five components were generally recognized in speaking. They were pronunciation, grammar, vocabulary, fluency and comprehension.

Then, there are some objectives of speaking II based on the English Study Program syllabus. First, the students are expected to be able to develop their fluency and confidence in speaking by having many opportunities to speak. Second, they enjoy learning English by providing variety activities that is given by the lecturer. Third, the students can express their own views clearly and regularly. However, in classroom, most of the students do not use English, as Syllabus required. They are not self-confident to say what they want to say something important expected in the subject.

There are many factors will be influence students' speaking skill. One of them is the media or topic in order to encourage or motivate students in teaching and learning English. Basically, there are some types of media in teaching process. There are audio, visual, and audiovisual, and it is helps teachers to teaches the leaners in the classroom, Animation movie included in audiovisual media. Animation movie is also media which showing the audio and video. In addition, audiovisual media helps students get easy to achieve the concept of material learning



From the background, it can be seen by taking the speaking subjects, the second semester students of English study program in University of Pairs Pengaraian are able to deliver their feelings, thoughts suggestion or experiences by speaking English. Furthermore, in this paper, by watching the animation movie as the media for the students to encourage those for being good in presentation and it will improve students speaking skill hopefully. This paper focuses on the skill of the second semester students of English Study Program in University of PasirPengaraian in giving oral presentation through Animation Movie.

## RESULT AND DISCUSSION

In language teaching and learning, speaking is considered a skill to practice and master. Considering speaking as a skill, by gate Liao (2009) investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc. It is not enough but the skill to use this knowledge to communicate successfully is indispensable.

Even all the experts above has differences concepts of speaking but all of them has same understanding about speaking itself, So, the resecher conclude Speaking is an action, a process and a skill of someone to communicate to other people for sharing information.

### Elements of Speaking Skill

In this paper, the term “speaking” would be used to refer to a skill related to language teaching and learning by gate Liao(2009) there are some elements of speaking skill.

#### a. Accuracy

Recognizably, accuracy is one of the most important criteria to measure one’s linguistic ability and to shelter language users from communication break downs. According to Richards in Ayu(2007), accuracy concerns “the ability to produce grammatically correct sentence.” In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thorn bury in Ayu (2007), the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

#### b. Grammar

Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

#### c. Vocabulary

Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught

#### d. Pronunciation

Students speak and most people understand. Even broader than that, Lim in Liao(2009) defined accuracy as “the ability to use correct forms in which utterances do not contain errors affecting phonological, syntactic, semantic and discourse features of the language.”

#### e. Fluency

Fluency is also used as a criterion to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying.

### Teaching Speaking

According Nunanin Putri(2013) teaching speaking sometimes considered a simple process. Although speaking is totally natural, speaking in language in other than our own is anything but simple, It means even though speaking is natural, the teacher are suggested to simplify the way they teach speaking, because it is not our native language.

Taught speaking by having students repeat sentences and recite memorized textbooks dialoguesit was done by people for many years. And also teaching speaking involved providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary. Unfortunately, actual conversation did not sounds like the text book dialogues

Besides, Nunan (2003:53-56) suggest five principles for teaching speaking

1. teacher must be aware of differences between second language and foreign language in her learning context,
2. The teacher should give students practice with both fluency and accuracy,
3. The teacher also provide opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
4. The teacher must make her plan of the speaking tasks that involve negotiation for meaning and also design appropriate classroom to facilitate students to speak.

Here also some suggestions for English language teachers while teaching oral language by Kayi (2006:4)

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary before hand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

According to Ur in Rahayu (2009) there are three criteria of successful teaching speaking, are:

1. Learner talks a lot. As much as possible of period of time allotted the activity is in fact occupied by the learner talk
2. Participation is even. Classroom discussion is not dominated by minority of talkative participants; all get chance to speak; and contributions are fairly evenly distributed
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or

because they want to contribute to achieve the task objectives

In conclusion, the teacher is called successful in teaching speaking if her learners talk a lot, active and eager to speak in the classroom. In short, the English teacher should be able to create a classroom environment where the students have real communication, authentic and meaningful task to promote oral language, and also other is no real communication in monolingual classroom.

### **The Nature of animation Movie**

Language is a set of sound (or in the case of sign language, sign) and sentence patterns that express meaning. In English learning, students learn four language skills are speaking, writing, listening and reading. Not forever, teaching the students in object or event actually or on the contrary.

Finicchiario in Rafikadilla(2013) mention some type of media in general. There are audio, visual, and audiovisual. Salomon in Rafikadila (2013) states that people learn abstract and new concept more easy when they are presented in both verbal and visual form. In addition, audiovisual media make concepts more accessible and help with later recall, Cowen in Rafikadilla (2013)

Animation movie is included in audiovisual media. According to Bordwell in Akmala (2011), animated or animation movie are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation movie do not continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time. Line with Thompson in Akmala (2011) state that animation movie is kind of film which involve sound, recording a series of draing of manipulating in animate object, one frame is one time.

Meanwhile, Willingham's reseach in Mateer (2011) found that audiovisual media helps students easy achieve the concept of material learning. However teacher needs other sources to submit the message of material. By using animation movie can submit message of material well. The use of animation movie provides a rich context which students can improve comprehension and practice. Chapple and Curtis in Rafikadila (2013) state that the movie is also so richin action and visual aids that it is appropriate for listening and speaking activities such as describing scenes and actions.

Watching movie is also the favorite activity that students like. It was fun for

watching movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn. According to Brown (1983:233), "movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform". While students were watching the movie, directly they got some experiences from the movie and it influenced their understanding and thinking.

English movie had big contribution for the students in learning English, as like how the native speaker pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking. Animation movie is also introduce students to some English vocabularies, how to pronoun, and how to spell, how to giving information.

Animation movie as the media can give students a way to speak. In developing student's spoken English, it is the best to give students practice in being able to say a lot using small number of words by applying animation movie. According to Fernandez in Devi(2012) animation is "the process mastery, but also the problems also come from of recording and playing back a sequence of the classroom situations.

Moreover, it makes students focused to the material learning in order to the students understood and develops their ability to speak English well. This media is interesting to use by the teacher to teach the students. Teacher is not only explaining the teaching material based on the textbook to the students. Teacher can improve student's ability about material learning by using some media as tools of learning, such as a short movie, cartoon movie, blockbuster movie. By using this media, students can see more information about material. For example, teacher teaches the students about daily activities of the main characters, people, and adjective, etc.

To teaching speaking by using animation movie can be improve the students' speaking skill. To speak and see communication and action, Edge, Julian in Devi (2012). That matter is indicated from two indicators of animation movie itself.

Animation Movie can present language in those are:

1. First, this is viewed from lively way. Animation movie facilitates in the learning of speaking and second which is foreign Language. Thus, it can increase

the viewed from the situation of the class. Students' interest and motivation easily.

2. Animation movie From the result of pre-observation can also be used as a means of writer found problem indicators dealing with communication.

There some targets language that reaseacher would find in teaching speaking through animation are:

- a. Students through movie can be able to spell words correctly;
- b. Most of good alternative technique in teaching to students miss pronounce some English words; young learner. Due to the video as facilitate in
- c. The students got difficulties in grasping the learning of foreign language, animation is meaning of words and sentences;
- d. The students got one of many kind of video that can be media to difficulties in recognizing words. by movie students can speak up orally

However, study speaking skills throught animation movie, makes students more ready to the low to be improcve of the students' speaking skill. Communicate in the target language.

### Data Presentation

In delivering the data, the descriptive quantitative method was used. The procedure in this paper, first students asked to watch the animation movie that they have choose before. The animation movies are Upin ipin Movie, Naruto Movie, Dora Emon Movie, Avatar Movie and Frozen movie. The students are divided into 5 groups and each group consists of 3-5 students. After watching the animation movie, they had to discuss about the story on that movie in each group then they had to have presentation in front of the class. In this case, the animation movie as the media for the students to had a good motivation to speak. One of the factor that influenced students to have a good performance in speaking presentation was the media and the topic that they were interested in. so that's why, in this paper their skill in speaking include the five aspect (accent, grammar, vocabulary, fluency, and comprehension) was measured. The Arthur hughes scale was used to evaluate students speaking skill.

The Oral Presentation of the students was the indicators to identifying students; speaking skill. There are five aspects that must be scored



in this paper; they are accent, grammar, vocabulary, fluency, and comprehension.

#### The Analysis on the Students' Accent in Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	0%
2	61-80	Good	7	17,50%
3	41-60	Average	23	57,50%
4	21-40	Fair	10	25%
5	0-20	Poor	-	0%
<b>Total</b>			<b>40</b>	<b>100%</b>

According to the table above, it can be seen that the students' skill in accent was **Average** because 23 students (57,50%) were in range 41-60, it means that their accent was classified to "foreign accent" and occasional mispronunciations which do not interfere with understanding.

#### The Analysis on the Students' Grammar in Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	7	19%
2	61-80	Good	16	40%
3	41-60	Average	7	16%
4	21-40	Fair	10	25%
5	0-20	Poor	-	0%
<b>Total</b>			<b>40</b>	<b>100%</b>

Based on the table above, 16 students (40%) were *good* in grammar because they in range between 61-80; it means that they had made occasional errors that showed imperfect control of some pattern but no weakness that causes misunderstanding.

#### Skill in Terms of Vocabulary in Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	0%
2	61-80	Good	30	75%
3	41-60	Average	10	25%
4	21-40	Fair	-	0%
5	0-20	Poor	-	0%
<b>Total</b>			<b>40</b>	<b>100%</b>

According to the table above, we can see that the students' skill in vocabulary is **good** because about 30 students (75%) were in range between 61-80, in other words, they had made professional vocabulary adequate to discuss

special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. The last 25% or 10 students were *average* or they had used inaccurate in choice of words and some limitations of vocabulary prevent discussion of some common professional and social topics

#### The Analysis on the Students' Fluency in Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	0%
2	61-80	Good	27	67,5%
3	41-60	Average	10	25%
4	21-40	Fair	3	7,5%
5	0-20	Poor	-	0%
<b>Total</b>			<b>40</b>	<b>100%</b>

Table shows that 27 students (67,5%) were *good* or they had made the speech that was occasionally hesitant with some unevenness caused by rephrasing and groping for words. About 10 students (25%) were *average* or they had made speech that was frequently hesitant and jerky; sentences may be left uncompleted. And 3 student (7,5%) was *fair* or she/he has speech that was very slow and uneven except for short or routine sentences. Therefore, the students' skill in fluency was **good**.

#### The Analysis on the Students' Comprehension in Oral Presentation of Animation Movie

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	10	25%
2	61-80	Good	19	47,5%
3	41-60	Average	10	25%
4	21-40	Fair	1	2,5%
5	0-20	Poor	-	0%
<b>Total</b>			<b>40</b>	<b>100%</b>

Based on the table above, 10 students (25%) were *excellent* in comprehend the topic or they understood everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech. 19 students (47,5%) were *good* or they understood quite well normal educated speech when engaged in a dialogue but requires occasional repetition or rephrasing. 10 students (25%) were *average* or they understanding careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing. However, the students' skill in comprehension was **good**.

## CONCLUSION

The main purpose of learning and teaching English is actually to provide the students with language skills that enable them to communicate with others in the target language. However, not all the second semester students of English Study Program of University of Pasir Pengaraian could speak this language well. The media is one of the factor influence their speaking skill. Animation movie in this paper is as a media that would be helpful teaching and learning process and made the students motivated and actively involved in speaking activity. Besides, after watching animation movie, students will be motivated in the learning process and it could minimized the students' passiveness in the process of teaching and learning to speak.

## References

- Bhavard, R. 2009. *Audio video Aids in Teaching English*. New York. Edinburg; Longman
- Brindley, Susan. 2003. *Teaching English*. London. Routledge.
- Devi, Eka. 2009. *Animation Video to Improve Students' Vocabulary Mastery*. (Unpublished paper). University Of Surabaya. Surabaya.
- Gate. 2007. *Language teaching speaking skills*. New York. Edinburgh: Longman
- Hughes, Rebecca. 2002. *Teaching and Researching Speaking*. Edinburgh: Longman
- Harmer, Jeremy. 2004. *How to Teach English*. Edinburgh; Pearson Education Limited.
- Longo, Dmiono. 2005. *Using Movie Trailer to Improve Oral Skillls of Primary School Pupils with a Role Play Approach*. University of Surabaya. Surabaya.
- Longman, Lim. 1994. *Teaching speaking skills through Movie*. Finlandia. Education Limited.
- Nunan, David. 2003. *Designing task for the Communicative Classroom*. London Cambridge university Press
- Rahayu, pipit. 2009. *Improving Of Students' Motivation and Speaking Skill By Negotiated Material*, (Unpublished Paper). University of Padang. Padang.
- Stiviani, Rizki. 2013. *Using animation clips to Impove the listening ability of the eight Graders of smp negeri 21 malang*. University of Malang, Malang.
- Ur, P. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Wilkie, Helen. 2006. *Writing, speaking, listening*. England. Cambridge University Press
- Wittgenstein, Ludwig. 2013. *Meaning of Picture Theory*. London. Longman

# AUTHOR'S ATTITUDE OF THE THESIS ABSTRACT: A PATH FOR CRITICAL REVIEW

Misdi, Department of English Education, University of Swadaya Gunung Jati Cirebon  
[misdirina@gmail.com](mailto:misdirina@gmail.com)

## **Abstract**

*An abstract is the most important part of the thesis. Good abstract shows the content of the writing. It is a verbatim form of text which is concise and informative so that the readers easily deduce the content of the paper. However, abstract sometimes shows a lack of minimum requirement. Hence, it indicates the authors' attitude as well as their critical writing. Using data taken from the undergraduate students of English department of private university in Indramayu, West Java, author's attitude and his writing skill were criticized. The results of the analysis suggest that the author's attitude and skill were challenged in terms of appraisal and modality. Grammar problem was also discussed. As the implication, this study suggests the framework how to check and criticize students' writing before their texts are published.*

**Keywords:** *abstract, attitude, appraisal, grammar, tenses*

## **I. Introduction**

Living in a discourse paradigm, all seem to be texts-that is how thing is meaningful. In sense of critical discourse analysis nothing is given, nothing is neutral. In thesis writing to make sure, the author works under the supervision. Good thesis, mostly do people agree, implies good process of supervision.

Abstract writing as a part of thesis structure has its characteristics (Alwasilah, 2015). An abstract shows what the content of the thesis is. Therefore, by reading the abstract of the thesis, the readers are already there-inside of the paper. They have surfed and hopefully understand what the thesis is talking about.

As an academic writing, the abstract should be constructed according to the academic ethics. The abstract of thesis has its characteristics, generic structure for instance (Swalles & Feak, 2008). Mostly, the use of future tense is avoided since it is a part of report texts. Thus, most of the tenses used here are past and present tenses to provide a high certainty of occurrences (Emilia, 2010).

As a text, abstract of thesis indicates the authors' intention. It is a kind of attitude. This is interpersonal. Consequently, all words and sentences employed in the texts are choices (Swalles & Feak, 2008). Therefore, reading is the key (Misdi, Hartini, & Farijanti, 2014). Good abstracts suggest that the authors are good readers. From this point of views, then the recent study is aimed to investigate and to analyze the author's attitude of abstract written by the undergraduate student of a private university majoring in English education.

This perspective of the study is driven from the theory of Critical Discourse Analysis.

The analysis is done under the umbrella of Critical Thinking (Chafee, 2000; Emilia, 2010), Systemic Functional Grammar as well as Systemic Funtional Linguistic provided by Halliday (1985), Fairclough (1995, 1989); Gerot and Wignell (1995); and Emilia (2011).

## **II. Data**

First of all, the text was written by the undergraduate student of English department of a private university in West Java. This text is interesting to discuss since it is one of the issues relating to English education, especially in developing critical writing among the students (Emilia, 2010) which was available online.

## **III. Analysis**

In term of genre, this text belongs to abstract which has, of course, its specific purposes for its particular stages and uses in particular ways (Gerot & Wignell, 1995). This text was written because the phenomenon in language learning exists. 'An abstract us a greatly condensed version of a longer piece of writing that highlights the major points of covered, and concisely describes the content and scope of the writing' (Bond, 2009). He further suggests that it uses an introduction/body/conclusion structure which presents the purpose, results, conclusion, and recommendation (p.2). Thus, this text fulfills the basic requirement. However, since there are some ungrammatical sentences found in the text, it fails to concise well paragraphs (Ibid) as seen in Sentences 3,4,5,8,9, 10, and 11(see appendix).

In term of critical thinking and critical literacy, it seems that the text is less condensed

as can be seen from the use of less passive voice and logical connection as written text (Halliday, 1985; Gerot & Wignell, 1995). It can be assumed that the text was written less knowledgeable author (undergraduate student) but it also reveals that there was ineffective supervising since abstract is written in English education department of universities.

The situation above will be different if the text is written by more skillful students, e.g postgraduate students. It will be also different if the text is written by students of non English department. But, the interesting is that the text seems attacking me as a reader. As I read this text, I was criticized so it affects me as the one of the language educators (Emilia, 2010, 2011).

As the topic is about the English spelling, it invites the readers of English education. It tells the information about the mistakes made in English spelling done by the students of a primary schools in West Java as there is absence of references (Chaffee, 2000; Emilia, 2010). Thus, this information was limited to these school students, but it may happen to other students of other primary schools in learning English. Moreover, since the text is available in universities, scholars of English are the main invited readers, not public or other department, e.i. Indonesian program.

When nominalization is used in the text, it appears as written language (Halliday, 1985; Gerot & Wignell, 1995). As the results, lexicogrammatical and linguistic features indicate distinctive ideational and interpersonal meaning of realization within the text as shown and elaborated in the following discussion.

### Modalities

As supported by Eggins' (1994: 180 "modalization is the expression of the speaker's attitude toward what s/he's saying in expressing judgement about certainty, likelihood, or frequency of something happening or being", the discussion of the interpersonal realization in this text will focus on the modalities which is presented in the following table as the basis of certainty.

Table 1. Modality

Modalities	modals	total
High	Must	1
Median	Will	1
low	want	1
		3

As can be seen from the table, this text uses once high modality, once medium modality, and once low modality. High modality is proved by the following

Therefore, the students must be aware towards the spelling, not only towards the meaning of a word (moves 23).

The finding indicates high confidence in making argument (Shujing, 2010). However, the use of medium alerts the readers about less confident argument as in

They will make spelling error in their writing.(move 3).

Whereas the low modality such as *In this research, the writer wants to know (move 4)* show the readers about low confident argument (ibid). the use of various modalities suggest that the arguments provided in the text impress the readers' acceptability (Nash, 1990, as cited in Shujing, 2010). Thus, in term of academic writing (abstract), low modality is avoided (Chaffee, 2000).

In term of abstract writing, the use of present and past tense is applied (Chafee, 2000) to reveal that there is high certainty talking about the fact or science (Halliday, 1985; Gerrot & Wignell, 1995; Emilia, 2010, 2011) as shown in the following

Spelling influences the goodness and badness of writing skill (1)

It is, however, past tense is hardly found in the text as presented in the calculation of the following

Table 2. Tenses and forms used in the abstract

Tenses	Findings	total	Notes
Present	Sentences 1 - 15	15	In-bracket numbers
Past	None	0	-
Active form	Sentences 1,2,3,4,5,7,8,10,11,12,14, and 15	12	
Passive form (voice)	Sentences 6, 9, and 13	3	Underlined-green numbers

Meanwhile active forms as seen in 12 sentences as used in the text (see table above) are in nominal sentences. It, again suggests that

the text creates density and try to make conciseness (Halliday, 1985; Gerrot & Wignell, 1995; Chafee, 2000). The existences of nominalization is also as prove that the writer does objectivity in the argument made in the text, and this is common in scientific text (Gerot & Wignell, 1995: 69).

The process of transitivity uncovers how the writer did the objectivity in the position of ideational meaning realization (Eggin, 1994; Gerrot & Wignell, 1995). From the 22 moves which have already been analyzed, 7 processes are material. Three processes are mental. Eleven processes are relational and there is only 1 verbal process. The use of material processes indicates that there is creative process. Mental processes show that the writer always thinks consciously in identifying or assigning the quality of the work as indicated by the use of more relational process. And as the characteristic of spoken language, verbal process indicates that the writer is obliged to do analysis and report. Thus, the information is successfully given (shared) for others (Gerrot & Wignell, 1995:77). The overall calculation of processes is provided in the following table.

Table 3. Tabulation of ideational meaning realization in the text

Types of processes	Total	Notes
1 Material	7	Means creativities
2 mental	3	Affective/ reactive (feeling), cognitive (think), perceptive (through 5 senses): conscious can think, no much acting
3 Relational	11	Identify or assign quality
4 verbal	1	Obligatory to do something, reporting (overall from doing to giving benefit for others
22		

The thematic analysis was done to reveals writer's consistency in establishing coherent text (Eggin, 1994; Gerrot & Wignell, 1995; Emilai, 2010, 2011). As the data provided below, textual themes mostly appear in the text to indicate that the theme is always in line with the topic discussed. While there is only five topical themes are shown in the text that show that readers about subjectivity of the writer in making argument. And again, little interpersonal themes (3 themes) are shown in text alert readers about writer's mood.

Table 4. Types of themes

Type of themes	Total	Notes
----------------	-------	-------

Topical themes	5	Subjective (active)
Textual themes	13	Related to the topic discussed
Interpersonal theme	3	Modal, wh element: polarity

Even in some cases, *they* is used in the text, from this overall thematic themes, the findings suggest that the writer commits to what is written in the text of abstract.

From the overall discussion about interpersonal meaning and lexicogrammatical realization, language also indicates power (Fairclough, 1995). Within the principles of action, the text is giving information. In term of representation of giving information, present tense is mostly used to assert the factual information. To extent of the certainty and objectivity, nominalization and relational processes were done. In term of consistency and commitment, giving information was realized in topical themes.

### Appraisal

Another segment of analysis about interpersonal meaning is appraisal (Martin & White, 2005; Hood & Forey, 2007). The use of explicit words such as *goodness and badness* (sentence 1) and *do not understand..* (sentence 2) indicate both positive and negative judgment. This imply writer's attitude toward the result of the study, e.i. his attitude toward his analysis (Hood & Forey, 2007). At the same time, the writer signals his interest of affected feeling by using expression of *want to know..(sentence 3)* which is categorized into low emotion. This is different when the writer indicates his strong expression of feeling such *must be aware..(sentence 15)*. However, by the end of his analysis, the evaluation is given by expressing appreciation toward the analysis as in the use of *accepted (sentence 13)*. From this overall discussion about appraisal, the findings suggest that the writer's attitude is positive or like

Table 5. Appraisal findings

Appraisal	Findings	Total	note
Judgment	Sentence 1, 2	2	Goodness and badness , Do not understand (Blue highlighted)
Affect	Sentence 3 and 15	2	Wants to know, must be aware (Yellow highlighted)
Appreciation	Sentence 13	1	Accepted (Green)

### Grammatical errors

In terms of grammatical mistakes, the result of coding is presented in the following table.

Table 6. Grammatical errors

Grammatical construction	Findings	Total	note
Correct	1,2,6,7,12,13,14, and 15	8	
Incorrect	Sentences 3,4,5,8,9, 10, and 11	7	Lined words

The finding as shown in the table 6 suggests if the text is lack of critical awareness. It seems that proofreading as the main part of the process of academic writing was skipped or at least, there was no grammar checking. In other words, it shows the low quality of grammar mastery of the authors.

### IV. Conclusion

As to my conclusion, the text provided here is an abstract which was written by the student of English department of private university in West Java. Some ungrammatical structures, form and tenses, and low modality found in the text indicate the author's attitude. The attitude suggests that lack of self-awareness and critical writing. However, the abstract fulfills the principle of abstract writing in general.

### V. Implication and suggestion for further research

The study implies that the abstract writing as a part of thesis completion was running under poor supervision. However, further analysis on this area is needed.

## References

- Anonymous. (2008). *The Analysis of Spelling Error in Students' Writing (At the IX<sup>th</sup> grade students of SMP Negeri 2 Lelea, Indramayu)*. Paper. Indramayu: English Education Department of Faculty of Teachers and Training Education Science. University of Wiralodra Indramayu (Available at <http://blogger-ris.blogspot.com/p/abstract.html>)
- Alwasilah, A.C. (2015). *Pokoknya Studi Kasus: Pendekatan Kualitatif*. Bandung: Kiblat
- Bond, G. (2009). *Writing Abstract for Bachelor's and Master's Theses*. Finland: North Karelia University
- Chafee, J. (2000). *Thinking Critically* (6<sup>th</sup> ed). NY: Houghton Mifflin Company.
- Eggins, S. (1994). *An Introduction to Systemic Functional Linguistics*. London. Continuum.
- Emilia, Emi.(2010). *Teaching Writing: Developing Critical Learners*. Bandung: Rizqy Press
- \_\_\_\_\_.(2011). *Pendekatan Genre-based dalam Pengajaran Bahasa Inggris: Petunjuk Guru*. Bandung: Rizqy Press
- Fairclough, N.(1995). *Discourse and Social Change*. Cambridge, USA: Blackwell Publishers, Ltd
- \_\_\_\_\_. (1989). *Language and Power*. USA: Longman Inc.
- Gerot, L. & P. Wignell. (1995). *Making Sense of Functional Grammar*. Sydney: GerdStabler-Antipodean Educational Enterprises
- Halliday, M.A.K. (1985). *Spoken and Written Language*. Victoria: Deakin University Press
- Hood, S. & G. Forey (2007). *The Interpersonal Dynamics of call-centre Interaction: Co-constructing the Rise and Fall of Emotion: Forthcoming in Discourse and Communication*. Sydney: University of Technology (available at [www.engl.polyu.hk/call\\_centre/default.html](http://www.engl.polyu.hk/call_centre/default.html))
- Martin, J.R. & P.R.R. White (2005). *The Language of Evaluation*. NY: Palgrave MacMillan
- Misdi, Hartini, N., & D. Farijanti. (2014). Beyond Critical Thinking in Academic Writing: A Discourse Perspective. *BASIS*. Volume 2 Number 1, Oktober 2014. Pp. 51-56
- Shujing, W. (2010). Interpersonal Functions of Hedges in Political Discourse. In F. Yan & W. Canzhong (2010) (Eds). *Challenges to Systemic Functional Linguistic: Theory and Practice*. Beijing: 36<sup>th</sup> ISFC Organizing Committee, Tsinghua University and Macquarie University
- Swalles, J. & C.B. Feak. (2008). *Academic Writing for Graduate Students: Essential Tasks and Skills*. (2<sup>nd</sup> Ed). USA: UMP





# GANGGUAN RESEPTIF MAHASISWA DALAM MENJAWAB SOAL-SOAL LISTENING: SUATU KAJIAN NEUROPRAGMATIK

Mhd. Johan, Universitas Putera Batam, thorshid@gmail.com  
Gusdi Sastra, Universitas Andalas, sastrabudaya84@yahoo.com  
Ike Revita, Universitas andalas, revita\_ike@yahoo.com

## Abstrak

Penulisan tesis ini bertujuan untuk menemukan gangguan reseptif mahasiswa dalam menjawab soal-soal listening. Selanjutnya dijelaskan juga bentuk gangguan reseptif mahasiswa dan dideskripsikan perbedaan tuturan antara penutur dengan pendengar berdasarkan uji *speech analyzer* pada mahasiswa, serta dijelaskan faktor-faktor yang menyebabkan perbedaan pemahaman antara penutur dan pendengar. Data penelitian ini adalah tuturan lisan dan tulisan mahasiswa yang mengalami gangguan reseptif. Pengumpulan data dilakukan dengan metode simak, pada data gangguan reseptif ini digunakan teknik dasar: teknik sadap, teknik lanjutan yang terdiri dari teknik simak libat cakap (SLC), teknik rekam, teknik catat dan teknik rekam dengan *speech analyzer*. Untuk analisis data digunakan metode agih dilanjutkan dengan teknik dasar berupa teknik bagi unsur langsung yang dilanjutkan dengan teknik lesap, teknik ganti, dan teknik ulang. Berdasarkan hasil analisis berdasarkan beberapa bentuk gangguan reseptif, perbedaan tuturan antara penutur dengan pendengar dalam mendengar teks lisan. Kemudian dalam memahami makrostruktur seperti gangguan dalam mencari tema pokok suatu cerita dengan persentase berat adalah 95,2% normal adalah 4,8%. Gangguan dalam meringkas 80% (berat) dan 20% (ringan), menangkap pesan implisit 16% (berat), 63% ringan dan 21% normal. Gangguan daya ingat 56,2 (berat), 43,8% normal. Kemudian penulis juga menemukan gangguan pragmatik seperti pragmatik reseptif, gangguan dalam memaknai pesan moral 21% (berat), 37% (ringan), 42% (normal), gangguan dalam penginterpretasian humor suatu cerita, dan gangguan koherensi.

*Kata Kunci:* Gangguan reseptif, neurolinguistik, Makrostruktur, Pragmatik

## Pendahuluan

Bahasa merupakan gerbang awal dimulainya suatu komunikasi antar umat manusia (Field, 2003:4). Dengan adanya komunikasi antar umat manusia maka terjadilah hubungan antara satu manusia dengan manusia lainnya atau satu golongan dengan golongan lainnya. Komunikasi tersebut dapat menimbulkan banyak gangguan. Salah satu gangguan tersebut adalah gangguan reseptif. **Gangguan Reseptif** adalah gangguan memahami informasi yang didengar, di mana pendengar mengalami kesulitan dalam memahami ujaran yang dituturkan oleh penutur, hal itu termasuk juga gangguan dalam memahami tema pokok suatu cerita apabila temanya tidak disebutkan pada awal cerita. Gangguan ini juga mengacu pada urutan dalam suatu cerita, menangkap pesan implisit, gangguan dalam memaknai moral, menangkap cerita humor. (Dharmaperwira-Prins, 2004:62)

### 4.3 Faktor yang Menyebabkan Perbedaan Pemahaman antara Penutur dengan Pendengar.

*Listening* adalah mata kuliah yang memerlukan konsentrasi yang cukup tinggi.

Dalam memahami *listening* itu sangat diperlukan keahlian pemahaman pada masing-masing kata atau kalimat yang diujarkan oleh penutur asli. Untuk menganalisis bagian ini penulis menggunakan data lisan. Dan dalam memahami tuturan penutur asli mahasiswa Universitas Putera Batam mengalami beberapa gangguan. Faktor gangguan tersebut dapat seperti uraian-uraian berikut.

#### 1.3.1 Gangguan Makrostruktural

Menurut Pins dalam Sastra, (2011:100) makrostruktural adalah struktural dari keseluruhan dari sebuah cerita atau teks. Dalam makrostruktur kerusakan terhadap hemisfer kanan menjadi hal yang sangat penting.

#### 4.3.1.1 Gangguan Mengerti Tema Pokok Suatu Cerita

Seseorang yang tidak dapat menentukan tema pokok suatu cerita, dapat dikatakan bahwa orang tersebut mengalami gangguan pada hemisfer kanannya. Seperti yang dikatakan oleh Hough dalam Dharmaperwira-Prins, (2004:55) adalah pasien-pasien hemisfer kanan mengalami kesulitan mengerti tema pokok sebuah cerita kalau temanya tidak disebut pada mulanya.

Menurut pengamatan penulis, dari 21 (dua puluh satu) mahasiswa yang dapat menentukan judul dari cerita di bawah ini hanya satu orang mahasiswa yang dapat menentukan judul dari cerita tersebut.

Persentasi jawaban mahasiswa dari menentukan topik suatu cerita dapat penulis gambarkan sebagaimana yang penulis tulis di atas. Dalam menentukan topik suatu cerita ada seorang mahasiswa yang tidak bisa melanjutkan jawabannya, sehingga penulis menganggapnya sebagai suatu gangguan dalam menentukan topik cerita.

#### 4.3.1.2 Gangguan Meringkas Cerita

Gangguan peringkasan sebuah cerita merupakan salah satu bagian dari permasalahan yang akan penulis bahas. Pasien-pasien yang mengalami gangguan dalam meringkas suatu cerita dapat dikatakan terjadinya gangguan pada hemisfer kanan dari pasien itu sendiri.

Dharmaperwira-Prins, (2004:58) mengatakan bahwa pasien-pasien hemisfer kanan menggunakan jumlah kata yang sama seperti seorang normal tetapi informasi yang diberikannya berkurang.

Meringkas cerita merupakan suatu bagian yang sulit bagi mahasiswa sastra bahasa Inggris Universitas Petera Batam. Kegagalan mahasiswa dalam meringkas cerita yang dituturkan oleh penutur asli merupakan suatu hal yang sangat ironi. Kesukaran tersebut dapat dilihat pada grafik persentase mahasiswa dalam meringkas cerita seperti yang penulis gambarkan di bawah ini.

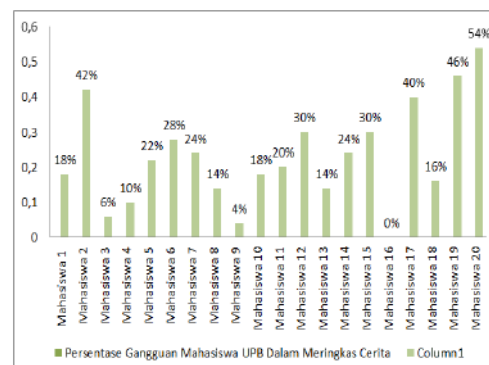
Untuk menentukan nilai gangguan mahasiswa dalam meringkas cerita, penulis melakukan penilaian sebagai berikut. Untuk nilai dari nol sampai dengan tiga puluh sembilan dapat dikategorikan ke gangguan berat. Sedangkan untuk nilai empat puluh sampai enam puluh sembilan dapat kategorikan pada gangguan ringan sedangkan untuk nilai tujuh puluh sampai dengan seratus dapat dikategorikan pada tingkat normal.



Dalam melakukan penelitian ini penulis mengambil sample sebanyak dua puluh orang mahasiswa. Di mana mahasiwa tersebut tidak sampai pada tingkat kenormalan dalam meringkas cerita. Mahasiswa tersebut hanya mencapai tahap gangguan ringan sebanyak 20% dan itu berarti hanya empat mahasiswa saja yang mencapai tahap gangguan ringan. Kemudian untuk gangguan berat, mahasiswa yang mengalami gangguan berat terdapat delapan puluh persen mahasiswa, sehingga itu berarti terdapat enam belas mahasiswa yang mengalami gangguan berat.

Menurut grafik di atas terdapat tiga gangguan yang dialami mahasiswa sastra Inggris Universitas Putera Batam dalam meringkas cerita yang dituturkan oleh mahasiswa tersebut.

**Grafik 14**  
Gangguan Mahasiswa dalam Meringkas Cerita



Berdasarkan grafik gangguan dalam meringkas cerita di atas, hanya terdapat empat orang mahasiswa. Nilai tersebut termasuk ke dalam kelompok gangguan ringan. Dari empat mahasiswa tersebut masih banyak yang belum dapat memahami cerita dengan baik. Sehingga alur ceritanya lari dari cerita yang diceritakan oleh penutur asli.

Untuk enam belas orang mahasiswa lagi dapat penulis kategorikan ke dalam golongan pada mahasiswa yang mengalami gangguan berat. Dari enam belas mahasiswa tersebut terdapat satu orang mahasiswa yang memperoleh nilai nol. Hal tersebut dapat dilihat pada hasil lembaran kerja mahasiswa tersebut. Di dalam lembaran kerjanya mahasiswa tersebut tidak terdapat kata atau kalimat yang berhubungan dengan cerita yang diceritakan oleh penutur asli. Sehingga mahasiswa tersebut memperoleh nilai nol.

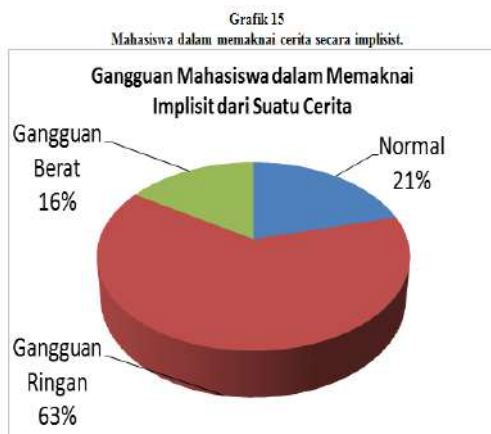
Kemudian untuk lima belas mahasiswa lagi, mahasiswa ini dapat dikategorikan ke dalam mahasiswa yang mengalami gangguan berat dalam meringkas cerita. Ke-lima belas

mahasiswa tersebut dapat penulis kategorikan juga ke dalam gangguan berat. Hal tersebut dapat penulis katakan bahwa kata, kalima atau ide yang berhubungan dengan yang diceritakan mahasiswa tersebut tidak memenuhi syarat untuk masuk ke dalam kategori ringan maupun kategori normal.

#### 4.3.1.3 Gangguan Menangkap Pesan Implisit

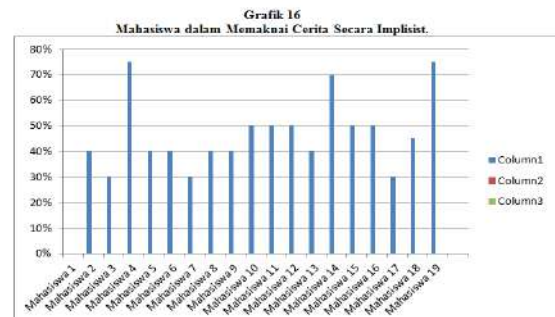
Gangguan menangkap pesan implisit adalah berupa gangguan dalam mengambil pesan secara tersirat yang disampaikan oleh pelaku dalam suatu cerita atau pembiraan dengan cara halus. Hal ini akan diperjelas oleh (Kridalaksana, 2008:91) mengatakan bahwa: informasi yang disampaikan bernuansa amanat dan benar-benar dimaksudkan oleh pembicara dan dimengerti oleh pendengar.

Memahami implisit dari suatu cerita merupakan suatu bagian yang akan penulis bahas dalam tesis ini. Dalam hal ini penulis akan terfokus pada soal nomor tiga dari cerita Tim. Untuk menilai kemampuan mahasiswa dalam memaknai makna implisit dari cerita yang ditampilkan adalah sebagai berikut. Angka nol sampai dengan nilai 39 dikategorikan ke dalam gangguan berat, angka 40 (empat puluh) sampai dengan 69 (enam puluh sembilan) dikategorikan ke dalam gangguan ringan, sedangkan untuk nilai 70 (tujuh puluh) sampai dengan 100 (seratus) dikategorikan normal (tidak ada gangguan).



Gangguan dalam menangkap pesan implisit dalam suatu cerita adalah gangguan pada hemisfer kanan dimana terjadi kerusakan pada otak sebelah kanan. Pada grafik di atas kelihatan bahwa mahasiswa yang tidak mengalami gangguan dalam memahami makna implisit pada suatu cerita dengan persentasenya adalah 21% (dua puluh satu persen). Hal tersebut berarti terdapat 4 (empat) orang mahasiswa yang tidak mengalami gangguan.

Gangguan yang ke dua adalah gangguan ringan, untuk gangguan ringan ini terdapat 12 (dua belas) orang mahasiswa. Secara persentasenya adalah 63% (enam puluh tiga persen). Untuk gangguan berat terdapat 16% (enam belas persen) jadi berarti terdapat 3 (tiga) orang mahasiswa yang mengalami gangguan berat.



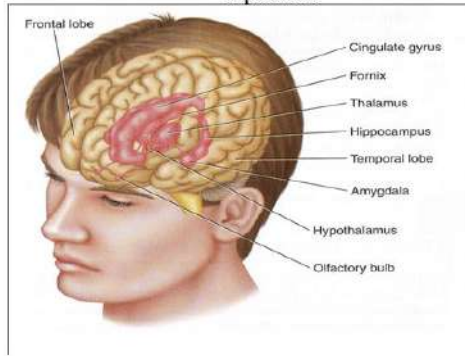
Berdasarkan grafik memaknai cerita secara implisit di atas terdapat 4 (empat) orang mahasiswa yang mendapat persentase 30% (tiga puluh persen). Menurut pandangan penulis jawaban yang ditulis mahasiswa tersebut masih jauh dari harapan yang penulis harapkan.

Sedangkan untuk mahasiswa yang mendapat persentase 40% (empat puluh persen), penulis rasa berdasarkan dari jawaban yang mereka tulis juga masih belum lengkap dan begitu juga bagi mereka yang mendapat persentase 50% (lima puluh persen). Kelihatan dari jawaban mereka juga masih perlu perlu dilengkapi. Untuk mahasiswa yang mendapat persentase 75% (tujuh puluh lima persen), penulis rasa jawaban mereka sudah mulai mengarah ke yang penulis harapkan.

#### 4.3.1.4 Gangguan Daya Ingat (Demensia)

Gangguan demensia merupakan gangguan yang sangat kompleks, gangguan ini dapat terjadi pada siapa saja. Di mana hilangnya kemampuan intelektual seseorang dalam berbahasa. Gangguan demensia ini juga menyebabkan menurunnya fungsi otak dalam jaringan otak. Gangguan daya ingat juga melibatkan daerah hipotalamus kanan, hal ini sangat mempengaruhi penyimpanan informasi visual.

Gambar 36  
Hipotalamus



Sumber gambar: <https://www.google.co.id/search?q=gambar-hipotalamus&tbm=25/08/2014>

Gangguan demensia ini mengakibatkan produksi bahasa menjadi berkurang. Ada dua bagian otak yang diserang pada gangguan demensia ini yaitu kortikal dan subkortikal. Pada bagian kortikal yang diserang adalah pada bagian kortikal area dan sub-kortikal demensia, terjadinya penurunan jaringan otak pada area subkortikal. Dharmaperwira-Prins, (2004:166) mengatakan bahwa pada pemeriksaan, mungkin terlihat bahwa selain gangguan komunikasi, pasien pun mengalami gangguan daya ingat. Penyebabnya, bisa jadi, demensia multi-infark atau *alzheimer* yang telah melanda hemisfer kanan. Untuk menguji daya ingat mahasiswa ini pengujian memutar satu cerita, kemudian pengujian mencoba menanyakan secara langsung isi cerita tersebut. pertanyaan yang pertama adalah *who is speaking in this track?* Dari enam belas orang mahasiswa yang penulis tanya hanya 7 (tujuh) orang mahasiswa yang dapat menjawab dengan tepat. Kemudian terdapat tiga orang mahasiswa yang tidak dapat menjawab sama sekali.

Kemudian terdapat 4 (empat) orang mahasiswa yang menjawab *Elsbeth*. Setelah itu 1 (satu) orang menjawab *Nick*, dan yang terakhir satu orang mahasiswa yang menjawab *Aspeth face*. Berdasarkan keterangan di atas dapat penulis katakan bahwa mahasiswa tersebut mengalami kelupaan, mereka terlalu terfokus hanya untuk mendengar cerita yang diceritakan oleh penutur asli saja dan mereka tidak menyangka penulis akan menanyakan siapa yang bercerita.

Kemudian penulis lanjutkan ke pertanyaan ke-dua, pertanyaan itu adalah *how do you know, Elspeth is speaking here?* Pada saat menjawab pertanyaan yang penulis tanyakan, sebagian mahasiswa juga lupa apa yang mau dikatakannya. Di bawah ini dapat penulis gambarkan dengan suatu persentase kemampuan dalam menjawab pertanyaan. Pada saat menjawab pertanyaan yang penulis tanyakan

pada mahasiswa tersebut terdapat sembilan orang mahasiswa yang dapat menjawab dengan benar sedangkan lima orang mahasiswa lagi tidak jawab menjawab dengan benar. Sementara itu ada dua orang mahasiswa yang tidak dapat memberikan jawabannya samasekali. Jadi ada enam belas orang mahasiswa yang penulis tanyai pertanyaan tersebut.

### 4.3.2 Pragmatik

Pragmatik merupakan salah satu bagian kajian yang akan penulis bahasa. Pragmatik merupakan suatu kajian dalam ilmu linguistik yang berkonsentrasi pada hubungan bahasa dengan konteksnya. Kajian ini akan berhubungan dengan hemisfer kanan mahasiswa. Di mana komunikasi merupakan suatu bagian utama untuk memahami konteks makna bahasa yang akan dipahami.

Gangguan pragmatik ini akan penulis bagi dalam dua hal pokok, bagian yang pertama adalah pragmatik reseptif dan pragmatik ekspresif. Gangguan pragmatik ini diakibatkan oleh adanya kerusakan pada hemisfer kanan.

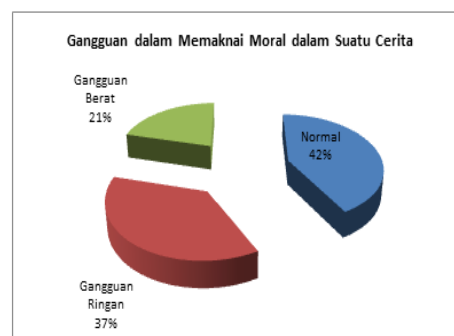
#### 4.3.2.1 Pragmatik Reseptif

##### a. Gangguan Memaknai Moral dalam Sebuah Cerita

Pragmatik reseptif merupakan terjadinya kerusakan pada hemisfer kanan pada pasien, dimana salah satu kajiannya dalam bentuk bagaimana seorang pasien memahami makna moral dalam suatu cerita. Dalam memaknai moral ini dapat penulis gambarkan dalam suatu grafik, seperti grafik di bawah ini. Kategori penilaian yang penulis lakukan untuk menilai memaknai moral yang muncul dalam cerita ini adalah.

0 sampai dengan 39 adalah gangguan berat  
40 sampai dengan 69 adalah gangguan ringan  
70 sampai dengan 100 normal (tidak ada gangguan)

Grafik 17  
Mahasiswa dalam Memaknai Moral dalam Suatu Cerita



Kelihatan pada grafik persentase gangguan dalam memaknai moral dalam suatu cerita di atas terdapat tiga hal pokok, hal tersebut adalah normal (tidak ada gangguan), gangguan ringan, serta gangguan berat. Gangguan berat terdiri dari 4 (empat) orang mahasiswa, sedangkan untuk gangguan ringan terdiri dari 7 (tujuh) orang mahasiswa dan yang terakhir adalah normal (tidak ada gangguan) terdiri dari 8 (delapan) orang mahasiswa. Daftar pertanyaan yang penulis ujikan kemahasiswa adalah pertanyaan kesan moral apa yang didapatkan dalam cerita tersebut. Cerita itu menceritakan tentang Tim dan keluarganya pergi ke mini market. Daftar pertanyaan pada cerita itu terdapat pada soal nomor 7(tujuh).

Grafik 18  
Mahasiswa dalam Memaknai Moral dalam Suatu Cerita



Kelihatan pada grafik di atas terdapat sembilan belas mahasiswa yang ikut serta dalam menjawab ujian tersebut. Kelihatan pada grafik pertama dan yang ke-delapan belas dengan nilai nol. Hal tersebut disebabkan mahasiswa tersebut tidak menjawab pertanyaan yang telah penulis sediakan.

Kemudian untuk angka 30% (tiga puluh persen), pertanyaan yang dijawab oleh mahasiswa tersebut sangat jauh dari sempurna. Pada nilai empat puluh menunjukkan kurang tepat tetapi ide dan pikirannya lebih baik dari 30 (tiga puluh). Untuk angka yang ke-lima puluh dimana ide dan pikiran yang dikeluarkan oleh mahasiswa tersebut sudah mulai kelihatan. Sementara itu untuk persentase 60% (enam puluh persen) pola pikiran yang di munculkan oleh mahasiswa ini lebih baik dari 50 % (lima puluh persen).

Untuk persentase yang ke-tujuh puluh sudah kelihatan sekali jawaban yang mengarah ke pola pikiran yang agak baik. Kemudian untuk nilai yang ke-delapan puluh dan yang ke-semilan puluh sudah kelihatan kelihatan kesempurnaan dari jawaban mahasiswa-mahasiswa tersebut.

## Kesimpulan

Gangguan reseptif merupakan gangguan pemahaman mahasiswa dalam memahami ujaran yang disampaikan oleh penutur. Mahasiswa dikatakan tidak dapat memahami tuturan yang disampaikan oleh penutur kepada mereka. Mahasiswa sangat sukar memahami tuturan yang dituturkan oleh penutur asli. Ada beberapa faktor yang membuat mahasiswa tidak dapat mamahami apa yang dituturkan oleh penutur.

Gangguan makro struktur merupakan gangguan mengerti tema pokok, meringkas cerita, gangguan daya ingat, gangguan menangkap pesan implisit, gangguan memaknai moral dalam suatu cerita, gangguan penginterpretasian humor, gangguan memahami emosi dan gangguan koherensi. Gangguan ini telah menjadi suatu masalah yang sangat berarti bagi mahasiswa. Hasil dari gangguan tersebut telah mencerminkan gangguan itu telah menjadi perhatian yang perlu diperhatikan dan diteliti.



## Referensi

- Ahlsen, Elisabeth. 2006. *Introduction to Neurolinguistics*: Goteborg University
- Arifudin. 2010. *Neuro Psiko Linguistik*: Rajawali Pers
- Aristha, 2010. "Keterampilan Menyimak". (jurnal): (diakses pada 04 Desember 2013 pada jam 18: 53).
- Azar, Betty S., 1989. *Understanding and Using English Grammar*. Prentice-Hall, New Jersey.
- Bakker, Menno. 2001. WavePad Sound Editor Master Edition v.5.55: Distributed by NCH software Licensed Software. [www.nch.au/wavepad](http://www.nch.au/wavepad): (diakses pada tanggal 27 Januari 2014).
- Bambini, Valentina. 2008. Neuropragmatics: a foreword. (diakses pada tanggal 12 April 2014).
- Bara, Bruno G., 2010. *Cognitive Pragmatics, the Mental Process of Communication*. Milan: Bollati Boringhieri.
- Bonvillian, Nancy, 1977. *Language, Culture and Communication: The Meaning of Messages*. New Jersey : Prentice-Hall, Inc.
- Blumstein, Sheila E. 1994. *Neurolinguistics: An Overview of Language Brain dalam Language: Psychological and Biological aspects*, ed. F.J. Newmeyer, 210-36. Cambridge: Cambridge University Press.
- Cambridge University Press. 2008. Cambridge Advanced Learner's Dictionary Version 3.0. Cambridge University Press by Armada.
- Carstairs Andrew –McCarthy. 2002. *An Introduction to English Morphology: words and their structure*. Edinburgh University Press.
- Chung-li, 2007. Enhancing Technology College Students' English Listening Comprehension by listening journals, Department of applied foreign languages, Nanya Institute of Technology Taiwan
- Cunningham Sarah & Moor Peter. 2005. *American Cutting Edge Level 2* : Publish Pearson Longman.
- Cunningham Sarah & Moor Peter. 2005. *American Cutting Edge Level 4* : Publish Pearson Longman.
- Devianggraeni90's. 2010. Gangguan Bahasa Reseptif: Just Another Wordpress.com
- Weblog. (diakses pada tanggal 13 Maret 2014).
- Dewi, Yoffie Kharisma. 2013. Disfungsi Bahasa Anak Retardasi Mental Ringan: Studi Kasus Pada Tuturan Yogi. (tesis): Padang : Pascasarjana Universitas Andalas.
- Dharmaperwira-Prins, Reni. (2004). *Gangguan-gangguan Komunikasi Hemisfer Kanan dan Pemeriksaan Komunikasi Hemisfer Kanan (PKHK)*. Jakarta: Djambatan.
- Field, John. 2003. *Psycholinguistics A Resource Book For Students*: Simultaneously Published in the USA and Canada by Routledge.
- Hadi, Sutrisno. 2004. *Metodologi Research (jilid – 3)*. Yogyakarta: Andi.
- Handoko. 2013. Kompensasi Kebahasaan Mahasiswa Sastra Inggris Unand: Suatu Tinjauan Fungsi Komunikasi Hemisfer Kanan: Pascasarjana Universitas Andalas.
- Hendri, Muhammad. 2012. Makalah Bahasa Dalam Konteks sosial (Peristiwa Tutur dan Tindak Tutur).
- Hidayat, Fahmi. 2012. Kemampuan Menyimak (Horen) Siswa Kelas XI keterampilan SMA Negeri 6 Malang. (jurnal): (diakses 4 Desember 2013).
- Indonesiaku, Citra. 2012. Tindak Tutur Menurut Austin dan Searle: (Jurnal): (diakses pada 18 Juni 2013).
- Indriani, Novi. 2014, Pengertian Fungsi Talamus, Edukasi Teknologi dan Informasi. [www.sridianti.com/pengertian-fungsi-talamus.html](http://www.sridianti.com/pengertian-fungsi-talamus.html). (diakses pada tanggal 12 Agustus 2014).
- Ingram, J.C.L. 2007. *Neurolinguistics: An Introduction to Spoken Language Processing and its Disorder*. New York: Cambridge University Press.
- Irawan. 2011. Kendala dalam berbicara dan menyimak. Irawan's Blog [Powered by WordPress.com](http://PoweredbyWordPress.com). (diakses tanggal 5Desember 2013).
- Kridalaksana, Harimurti. 1993. *KamusLinguistik*. Jakarta: PT. Gramedia
- Krohn, Robert, 1971. *English Sentence Structure; An Intensive Course in English*, John Wiley & Son, Michichan.

- Mas'ud, Fuad, 1992. *Essentials of English Grammar, A Practical Guide*. 2<sup>nd</sup> Edition, B.P.F.E.; Yogyakarta.
- Nida, Eugene, 1949. *Morphology, The Descriptive Analysis of Words*. second edition, Ann Arbor: The University of Michigan Press.
- Parera, J.D. 1991. *Teori Semantik*: Penerbit Erlangga. Jl. Kramat IV No. 11 Jakarta 10430 (Anggota IKAPI).
- Putri, Gracia Hutami. 2010. Gangguan Komunikasi. (jurnal): (diakses pada 13 Maret 2014).
- Ramadhan, A. Tarmizi. 2008. Kunci Keberhasilan Menyimak. (jurnal): (diakses pada 04 Desember 2013 pada jam 20:04).
- Revita, Ike. 2010. Tindak Tutur Mahasiswa Kepada Dosen. Disajikan Dalam Seminar Internasional Multidisciplined, Maret 2010/ Pasca Sarjana Unand, MLI Padang.
- Revita, Ike. 2012. Refleksi Nilai Budaya Dalam Pola Tutur Permintaan Generasi Muda Minangkabau: Tinjauan Interaksi Mahasiswa Dengan Dosen<sup>1</sup>
- Sastra, Gusdi, 2011, *Neurolinguistik Suatu Pengantar*. Alfabeta Bandung.
- Setyawan, Agung. 2012. Peningkatan Keterampilan Mendengarkan Melalui Model Pembelajaran MDL. (diakses pada tanggal 8 Oktober 2014).
- Situmorang, Pasu Itin. 2013. *Psycholinguistics A resources Book for Students*. Terjemahan dari karya John Field: (diakses pada tanggal 5 Desember 2013).
- Sudaryanto. 1993. *Metode dan Aneka Teknik Analisis Bahasa, Pengantar Penelitian Wahana Kebudayaan Secara Linguistik*. Yogyakarta. Penerbit Duta Wacana University Press.
- Tallerman, Maggie. 1998. *Understanding Syntax*. London: Arnold
- Trask, R.L., 1997. *A student's Dictionary of Language and Linguistics*: Oxford University Press Inc.
- Valin jr., Robert D van. Dan La Polla. 1999 dan 2002. *Syntax: Structure, meaning, dan function*. Cambridge: Cambridge University Press.





# INCORPORATING PROJECT-BASED LEARNING (PBL) INTO A UNIVERSITY SPEAKING CLASSROOM: WHY AND HOW?

WismaYunita, English Education Study Program, University of Bengkulu  
[i\\_wish\\_0702@yahoo.com](mailto:i_wish_0702@yahoo.com)

## **Abstract**

*Learning a language means learning the language knowledge (vocabulary and grammar) and the language skills (reading, listening, speaking and writing). Of all the four skills, speaking skill is considered to be the most favorite and challenging one. It contains a complex process of constructing meaning and requires the language learners to produce linguistically and pragmatically correct utterances. To achieve such goals, a teacher who teaches speaking skills especially at a university level classroom should use a meaningful, appropriate and a challenging teaching method or technique. One of the methods that attract many language teachers' interests currently is project-based learning. Project-based learning is a teaching method in which the students gains knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. It empowers learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. In this paper, the writer will discuss about speaking skill, teaching speaking skill, project-based learning definitions, characteristics and its steps, the reasons why English teachers especially at universities should incorporate project-based learning into a speaking classroom and an example on how to incorporate the project-based learning into a university speaking classroom.*

*Keywords: project-based learning, speaking skill, classroom*

## **INTRODUCTION**

In the process of learning an English language, there are four skills that need to be mastered by the language learners. The language skills are reading, listening, speaking, and writing. Those four skills are interwoven and supported by the knowledge of the language; grammar and vocabulary. Of the four skills, speaking skill attracts many people to learn it since it is considered as the proof showing people that they have the competence of using English language.

## **SPEAKING SKILL**

Speaking skill is the skill that proved someone is able to communicate in a language. This skill is considered as a very important skill to be learnt among the four skills by many especially in the context of learning English as second or foreign language. It is generally perceived as the major indicator to the judgement of a learner's success or lack of success in learning English. Nunan (2003: 81) states that speaking skill is the productive oral skill consisting of producing systematic verbal utterance to convey meaning. In addition, Chaney (1998: 13) defines speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Based on those opinions, it

can be concluded that speaking is the skill that uses verbal and non-verbal symbol to convey meaning in a various context.

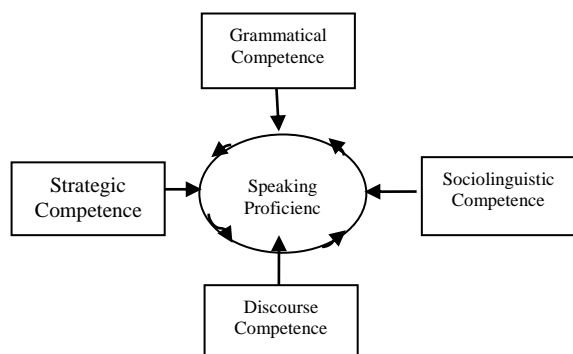
In the process of learning the speaking skill, similar to those other three language skills, it can't be separated from the communicative competence. The goal of learning English especially speaking is to achieve the competency in using the language for communication. One who can use English language well in spoken and written is one who has had the communicative competence. Communicative competence is the competence of using a language well in a speech community. Hymes in Richards and Rodgers (1986:70) argues that a person who acquires communicative competence acquires both knowledge and the ability for language use with respect to

1. whether (and to what degree) something is formally possible;
2. whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used or evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what it's doing entails.

(Hymes in Richards and Rodgers, 1986:70)

In addition, Canale and Swain (1980) state that there are four dimensions of communicative competence; (1) grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. *Grammatical competence* is similar to linguistic competence and the domain of grammatical and lexical capacity. *Sociolinguistic competence* refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction. *Discourse competence* refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse text. *Strategic competence* refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication.

Canale and Swain interpretation of communicative competence in relation to the speaking skill/proficiency is graphically shown by Shumin(2002) as follow:



Communicative Competence and Speaking Proficiency by Shumin (2002)

Based on the opinions above, it is clear that communicative competence is related to the linguistic elements of a language, the context of it uses, the people, and ways of using the language in an appropriate way to build a good communication between the speakers and the hearers. A good and successful language learner should have those competences.

## TEACHING SPEAKING SKILL

Speaking is defined by Chaney (1998: 13) as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Then, it can be inferred that teaching speaking skill means

teaching the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Nunan (2003) mentions that teaching speaking skill means teaching students to; produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking skill is not an easy matter. In the context of teaching a new language, either as a second or foreign language, the teacher should know the component involved in a language teaching such as the approach, the material, the media, the students, the teacher's role, and the teaching activities. One of them, the teaching approach influences the activities happened in a classroom especially in a speaking classroom. Richards (2005) mentions that in the current approaches to the teaching speaking, teacher should reflect the following principles; a) the basis of learning is speaking and oral interaction, b) non-native usage as well as native usage both serve as models, c) the primary goal is English for cross-cultural communication, d) the corpus analysis informs models in classroom material, e) other types of communicative syllabus predominate, f) both accuracy and fluency are a primary goal with a greater tolerance of errors, g) oral proficiency is seen as dependent upon mastery of lexical phrases and conversational routines, h) the most addressed is cultural awareness, and i) the power in the classroom is pair and group activities. A good teacher should consider the principles in teaching speaking above.

In addition, Ur (2012:118) also propose the following practical principle in designing speaking activities; 1) use group work or pair work in order to increase the learners talks in a limited period of time and lower the students' inhibitions, 2) base the activities on easy language, 3) make a careful choice of topic and task to stimulate interest since an interesting topic and a clear purpose of interaction will motivate the learners better, 4) make the students aware of the purpose of the activity and condition for its success. Students should aware that they need to talk a lot, give everyone chances to speak and keep trying to use English

all the time.

In the teaching of speaking skill, a teacher should be creative when he or she teaches the students in the classroom. Teachers must be able to create a fun activity that can engage students to speak. For example, a teacher can show a video to students as stimulus in pre-teaching. Then, teachers ask students to give comment on the video by proposing questions such as "what is the video about?" As a result, students will tell what the video is about.

Other activities for teaching speaking skill that can be applied by teachers in a classroom are using presentation and talk, story, joke, anecdote, drama, discussion and debate, drama, simulation, conversation and chat, and out-side class speaking (Thornburry, 2005). Besides, a teacher can also ask student to take roles as a reporter and a news anchor, interview someone, complete a story, and explain a picture.

Similarly, Kayi (2006) proposes some activities that can be used in the process of teaching speaking skill such as; discussion, role play, simulation, information gap, brainstorming, storytelling, reporting, interviews, story completion, reporting, playing cards, picture describing, and find the difference.

In further, Kayi (2006) provides some suggestions for English language teachers while teaching speaking or oral language as follows:

1. provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. indicate positive signs when commenting on a student's response.
5. ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."

7. do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. provide the vocabulary beforehand that students need in speaking activities.
11. diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Deciding an activity to do in a classroom is not an easy task. It needs knowledge on the best techniques to be used, the appropriate materials and clear targets to be achieved so that the target of teaching speaking skill can be achieved well. One of the techniques that can be used is project-based learning.

## PROJECT-BASED LEARNING

Project-Based Learning is a learning method in which the core is a project given to students to be solved. In this process of teaching and learning, the students are actively engaged in solving the given projects individually or in groups. This opinion supported by Blumenfeld, et al (1991) who state that project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of complex, authentic problems and carefully design products and tasks.

In addition, Duffy and Cunningham (1996) define project-based learning as an instructional model that is based in the constructivist approach to learning, which entails the construction of knowledge with multiple perspectives within a social, and allow for self-awareness of learning and knowing while context dependent.

Similarly, Moss & Van Duzer (1998:1) define project-based learning as an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop.

In line to the experts above, Thomas (2000:1) in short mentions that project-based

learning is a model that organized learning around projects.

In further, Solomon (2003:10) explains that PBL is “a process of learning that students are responsible for in their own education. Students work collaboratively to solve problems that are “authentic, curriculum-based, and often interdisciplinary”. Learners learn how to design their own learning process and decide what and where information can be collected. They analyze and synthesize the information then apply and present their new knowledge at the end. Throughout the process of learning, teachers act as managers and advisors.

Learning become fruitful for learners because they can exhibit their abilities to plan,manage, and accomplish projects through their content knowledge and language skills (Kloppenborg and Baucus: 2004) When teachers successfully implement project-based learning, students can be highly motivated, feel actively involved in their own learning, and produce complex, high quality work (Blumenfeld, et al:1991).

In short, it can be inferred that project-based learning is a method of teaching a new language to students by giving them projects to be done and it gives students great opportunity to be independent and responsible for their own learning.

## **CHARACTERISTICS OF PROJECT-BASED LEARNING**

Project-based learning as a method of teaching a new language has several criterias. These criterias specify by some experts as follow;

First, Thomas (2000:4) lists five major criteria of a learning to be called project-based learning:

1. project-based learning is central, not peripheral to the curriculum,
2. project-based learning is focused on questions or problems that ‘drive’ students to encounter the central concept and principles of a discipline,
3. projects involve students in a constructive investigation,
4. projects are student-driven to some significant degree and,
5. projects are realistic, not school-like.

Second, Simpson (2011; 43-44) summarizes the features of Project-based learning as follows;

1. complex explorations over a period of time;
2. a student-centred learning activity whereby students plan, complete and present the task;
3. challenging questions, problems or topics of student interest which become the centre of the project and the learning process;
4. the de-emphasis of teacher-directed activities;
5. frequent feedback from peers and facilitators, and an opportunity to share resources, ideas and expertise through the whole process in the classroom;
6. hands-on activities and the use of authentic resources and technologies;
7. a collaborative learning environment rather than a competitive one;
8. the use of a variety of skills such as social skills and management skills;
9. the use of effort in connecting ideas and acquiring new skills during different stages of projects;
10. the production of meaningful artifacts that can be shared with peers, teachers, and experts in a public presentation; and
11. assessment in both the process of working from the first stage to the last stage and the finished project.

Third, Fried-Booth, Simpson, and Stollerin Ponpon (2011) state that the criteria of Project-Based Learning:

1. focuses on content learning rather than on specific language patterns,
2. is student-centered so the teacher become a facilitator or coach,
3. encourage collaboration among students,
4. leads to the authentic integration of language skills and processing information from multiple sources,
5. allows learners to demonstrate their understanding of content knowledge through an end product (e.g., an oral presentation, a poster session, a bulletin board display, or a stage performance), and
6. bridges using English in class and using English in real life contexts.
7. both process and product-oriented

From the opinions of the experts above, it can be summed up that project-based learning is a learning method that driven students to be

more active, being critical, independent, and sociable. The project based learning is oriented to process as well as the product, more to student- centered and realistic task.

## REASONS OF USING PROJECT-BASED LEARNING

Project-Based Learning can be categorized as a current method of teaching English. It is a good method for teaching the skill of speaking. By using this method the students will have a better motivation in learning English, will be more active and have more initiative in learning English language. In addition, in Singaporean Ministry of Education document in Holst (2003:7), it is written that:

*“Project work allows students to practise creative and critical thinking skills and self-directed inquiry. It also helps our students see the interconnectedness of the knowledge they acquire from different subjects and cultivate communication and interpersonal skills”*

Moreover, Hernandez-Ramos and Pas in Tamin and Grant (2013, p.73) argue that “the Project-Based Learning did not limit the students to reporting the facts but attempted to interpret the information, were more motivated about working collaboratively on their presentations, and expressed a more positive attitude towards learning history”.

In further, Klein et al (2009) mention that the use of Project-Based learning can make students become experts in some researches which called “exportable knowledge”, give opportunity for students to do authentic investigation and presentations, make students more sociable because Project-based learning invites students to learn cooperatively and collaboratively, and encourages students to be more active and no longer become passive students.

## STEPS IN PROJECT-BASED LEARNING

Ways of Incorporating Project-Based Learning in a classroom proposed by several experts.

The first is by Kriwas in Fragoulis (2009) who divided it into several stages;

- **Stage 1: Speculation:** in this step involves the choice of topic for the project and sensitisation about it. The purpose is to build

up students’ interest and conducive climate for learning and doing the project.

- **Stage 2:** Designing the project activities: this step is to make groups, assign roles, choosing methodology, the source of references, the location of activities, and the location that will be visited.
- **Stage 3:** Conducting the project activities: this step is about implementing the design activities in the previous stage.
- **Stage 4: Evaluation:** this step is about doing assessment on the activities have been done by students in their own group. In addition, the evaluation is also about assessing students’ experiences individually and in group, identification of errors and problems.

The second one is proposed by Klein et al (2009) and the steps are;

### a. Step 1: Establish the content and skill goals.

The first step consists of three points;

- Big idea and theme: it provides all goals for a project-based unit and offer possibilities for interdisciplinary collaboration.
- Essential questions: it is used to get students to think about the completeness of the issues, scientific principles, and events.
- Learning skill: it is important to be done because students need to learn, practice, apply, and expand the skills.

### b. Step 2: Develop formats and Final Products.

In the second step, there are two points that should become the concern;

- Authentic products and Presentations/Performance Formats: the product must have real-life context, engage thinking and learning, and be perfect.
- Fort polios: it is used to make documentation on the students’ learning

### c. Step 3: Plan the Scope of the Project

- Developing the timeline and Scope for the Project; it aims to support students to create the product for completing the projects.

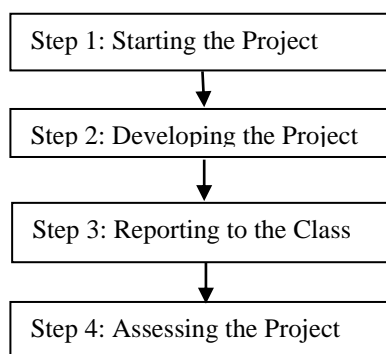
### d. Step 4: Design the Instructional Activities

- Instructional strategies: it aims to manage the strategies,

- Possible mini-lessons: it is critical for successful of the project.
- Decide how to launch the Project: as an overview at the beginning of the project.
- Planned assessment: assessment is as feedback on projects' progress.
- Rubrics for Project-based Learning: creating the rubrics for the project.

e. **Step 5: Assess the Project Design.** In this step, a checklist will be used to prompt the reflections. The checklist consists of the following points; goals, collaboration, instruction, resources and technology, environment, final presentation and celebration.

The third one, it is proposed by Simpson (2011: 69) is shown in the diagram below;



Based on the diagram above, it can be seen that there are four steps. The first step is *Starting the project*; this step is a process of selecting relevance and interesting topic for a project that will be done by students. The project should be challenging and motivating the students. The second step is *developing the project*; this is a good process to improve the project. In this step, the things that should be engaged first by all group members (individually, in pairs, and a group) is research. Students look for some information to help them to find the answers for the question that they have, write down the things that they have achieved, and find out the solution to solve the problems that they faced. Then, the third step is *reporting the class*; in this session the project is being presented. In presentation, student will get some feedback on the progress of and improvement of the project from their friends or classmates. The last step is *assessing the project*; in this step, the project that is done by an individual student is being evaluated by students as a group, a teacher or external audience. In addition, in this step the students are also

allowed to practice the lesson or knowledge that they have got.

## INCORPORATING PROJECT-BASED LEARNING (PBL) INTO A UNIVERSITY SPEAKING CLASSROOM

The project-based learning method has ever been used by the writer in teaching speaking skill especially in Speaking II course which has 18 students. She assigned projects to students to be done in group of two. The project was making a video on tourism objects in Bengkulu province. This project was addressed for the third semester students of Diploma III English Department of FKIP of University of Bengkulu. The result of using this technique shows that it could improve the students' speaking skills

In addition, using this project also made the students happier in the process of learning English speaking, improved their confidence in speaking English, and made the students get much knowledge on tourism spots in Bengkulu province. In doing this project, the writer used the steps proposed by Simpson (2011). The steps of doing the project of making the *video on tourism* are as follows;

### 1. Starting the project:

Before doing the project, in the first meeting, the teacher showed a video on tourism object taken from you tube to the students. Explaining to them what was good and not good about the video for example the angle of taking the object, tools needed for the project and the language use. Then, the teacher and students selected the topic for the project. As mentioned by Simpson (2011), the topic must be challenging and motivating for the students, therefore the teacher and students decided to choose a topic about tourism in Bengkulu province. It is chosen because there are many tourism spots in Bengkulu province. This project of making video on tourism made the students excited and well-motivated to do the project. The tourism spots that they need to explore were Pantai Panjang beach, Fort of Malborough, Dendam Tak Sudah Lake, Bung Karno House, Traditional Food of Bengkulu (the process of making Bay Tat Cake and Bagai Hiu), and Bengkulu handicrafts (Batik Basurek). The students did the project in a group of two students for a project.

### 2. Developing the project:

In this step, the students did the project. They seek for information about the tourism spot, made draft/ script for the project and did the shooting. Since there are only two students in a group, they were helped by other group members in taking and editing the video. In this step, the collaborative, supportive and cooperation among the students were developed by itself. The students really enjoy doing the project and become closed one to another. It was reflected in the classroom in the following meeting.

### **3. Reporting to the class:**

In this step, a group presented their videos in front of the classroom by using a speaker and LCD projector. Then, the other students watched the videos, and prepared comments on the video that has been watched by them in which focusing on the techniques of taking the video and the content, and the language used in the video. As a result, students got feedback directly from their friends and also their teacher.

### **4. Assessing the project.**

Assessing the project was done during step 3 in which students gave their comments in English toward the video. Their comments were shown on the screen based on the language use even if the grammar and the word choice was incorrect. All comments are written by the teacher. After that, the teacher also gave comments on the video and the language used in the video and then corrected the grammar and the word choice, the pronunciation and the content of the students' comments. All of these points were corrected directly by teacher while observed the students' speaking skill development.

Using the project-based learning in which the project was making a video on tourism in speaking class was a great experience for the students and also the teacher. The students were become more confident in speaking, and full of excitement and happiness in doing the project. They become closed one to another as classroom members. Cooperation and solidarity among the students were grown by itself along the project and the students valued fairness, and politeness in giving comments on the other group projects.

## **CONCLUSION**

Teaching speaking skill is not an easy way to be done in a classroom. It needs teacher's knowledge and creativity in designing, implementing, managing and assessing the teaching and learning process. Choosing the appropriate teaching techniques and appropriate materials need broad knowledge on language teaching and learning process which a good teacher should possessed. One of the current method of teaching speaking skills is project based learning. Project-based learning is a learning method that driven students to be more active, being critical, independent, and sociable. It is oriented to process and the product, more to student- centered and realistic task that is proven to be beneficial in the process of teaching and learning speaking skill.

## References

- Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J. Guzdial, M., and Palincsar, A. (1991). Motivating project-based learning: sustain the doing, supporting the learning. *Educational Psychologist*, 26 (3-4), 369-398.
- Canale, M. and Swain, M. (1980). Theoretical Bases of Communicative approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1-47.
- Chaney, A.L., and T.L. Burk. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon.
- Duffy, T.M. and Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed), *Handbook of Research for Educational Communication and Technology* (p.170-198). New York: McMillan
- Fragoulis, Iosif. (2009). Project-based Learning in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to practice. *Journal of English Language Teaching*, 2, 3.113-119.
- Holst, Janet K. (2003). *Implementing Project-Based Learning in Pre-Service Teacher Education*. Singapore: Nanyang Technology University.
- Kayi, Hayriye. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, Vol. XII, No. 1
- Klein J, Taveras S, Hope King SH, Commitante Curtis Bey L, Stripling B. (2009). *Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning*. Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement. NYC Department of Education. New York
- Kloppenborg, T. J., & Baucus, M. S. (2004). Project management in local nonprofit organizations: Engaging students in problem-based learning. *Journal of Management Education*, 28, 610-630.
- Moss, D., & Van Duzer, C. (1998). Project-based learning for adult English learners. *Eric Digest*. Retrieved on 20 September 2014 from <http://www.ericdigest.org/1999-4/project.htm>
- Nunan, David. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Ponpon, Kornwipa. (2011) Enhancing English Skills through Project-Based Learning. *The English Teacher Vol. XL: 1-10*
- Richards, Jack C. (2005). *Teaching Listening and Speaking from Theory and Practice*. Cambridge: Cambridge University Press.
- Richards, Jack C. and Rodgers, Theodore S.. (1986). *Approaches and Methods in Language Teaching: a description and analysis*. Cambridge: Cambridge University Press.
- Simpson, J. (2011). *Integrating project-based learning in an English language tourism classroom in a Thai university institution*. Doctoral Thesis, Australian Catholic University.
- Solomon, G. (2003). Project-based learning: A primer. *Technology & Learning* 23, 20-27.
- Shumin, Kang. (2002). Factors to Consider: Developing Adult EFL Students' Speaking Abilities. In Jack C. Richards and W.A. Renandya (Eds.). *Methodology in Language Teaching: an Anthology of Current Practice* (pp.204-211). Cambridge: Cambridge University Press.
- Tamim, S.R. and Grant, M.M. (2013) Definitions and Uses: Case Study of Teachers Implementing Project-Based Learning. *Interdisciplinary Journal of Problem-based Learning*, 7(2)
- Thomas, John W. 2000. *A Review of Research On Project-Based Learning*. Retrieved on 20 September 2014 from [http://www.bobpearlman.org/BestPractices/PBL\\_Research.pdf](http://www.bobpearlman.org/BestPractices/PBL_Research.pdf)
- Thornburry, Scoot. (2005). *How to Teach Speaking*. Kuala Lumpur: Longman.
- Ur, Penny. (2012). *A Course in English Language Teaching*. Cambridge: Cambridge University Press



# KECENDERUNGAN PENOKOHAN DALAM NOVEL *BUMI CINTA* KARYA HABIBURRAHMAN EL SHIRAZY

Yunisa Oktavia, Universitas Putera Batam  
[yunisaoktavia@yahoo.com](mailto:yunisaoktavia@yahoo.com)

## Abstract

*Novel as a kind of literary that widely discussed by the public, especially for certain people who care and love towards literature. Novel can not be separated from the elements, they are intrinsic and extrinsic elements. Intrinsic elements as building of novel which covering the characterizations, themes and message, storyline, background, style, and viewpoints. Talking about the intrinsic elements of the novel, especially regarding the characterizations of the important element in literature. Characterizations belong to the naming issue, characterization, physical state, mental state, and the character. Eventually, the characterizations become a combination of character and disposition. This journal aims to describe the tendency of the characterizations contained in the novel Bumi Cinta by Habiburrahman El Shirazy. Characters and the physical state of the characters in the novel Bumi Cinta by Habiburrahman El Shirazy described and developed analytic and dramatic. Analytically, namely the direct author elaborated on the personality or characters, the author mentions that the figure pertinacious, stubborn, loving, and so on. While dramatic, the draftsman is not dispositive told directly by selecting names of characters, through physical depiction and through dialogue. Based on the data analysis and discussion of the conclusions of this study, it can be described as follows. First, the character Ayyas more highlighted in the novel Bumi Cinta by Habiburrahman El Shirazy. Second, the physical state Ayyas less portrayed as the main character in the novel Bumi Cinta by Habiburrahman El Shirazy so the physical of Ayyas not handsome and ugly. Third, the supporting cast of characters in the novel Bumi Cintaby Habiburrahman El Shirazy can help to clarify the character of protagonist character. Fourth, the physical state of the novel Bumi Cinta by Habiburrahman El Shirazy is highlighted so that researcher can determines the physical state of the supporting cast as a whole.*

*Keywords: novel, characters, Bumi Cinta*

## PENDAHULUAN

Novel sebagai salah satu jenis karya sastra yang banyak dibahas oleh masyarakat luas, khususnya bagi masyarakat tertentu yang peduli dan cinta terhadap karya sastra. Hal ini menjadi sebuah apresiasi bagi pengarang agar tetap menghasilkan karyanya dengan penuh ekspresif dan imajinatif. Diharapkan dapat menarik minat baca bagi yang membaca karyanya dan tepat sasaran bagi penikmat novel. Tidak kalah pula, novel sebagai hasil cipta pengarang dapat menggambarkan dan mendeskripsikan kisah nyata baik itu yang dialami pengarang sendiri maupun yang berada di lingkungan sekitarnya, serta dibubuhi dengan unsur-unsur imajinasi yang cukup tinggi.

Berbagai macam tentang novel didefinisikan para ahli. Walaupun berbeda dalam hal penyampaiannya, tetapi maksud dan tujuannya tidak jauh berbeda. Seperti yang dikemukakan Abrams (dalam Atmazaki, 2005:40) kata novel yang digunakan dalam bahasa Inggris diambil dari bahasa Italia yaitu "novella" yang berarti sesuatu yang baru dan kecil, cerita pendek dalam bentuk prosa. Abrams menjelaskan bahwa novel lebih ditandai oleh kefiksiannya yang berusaha memberikan efek realis, dengan mempresentasikan karakter yang kompleks dengan motif yang bercampur dan berakar dalam kelas sosial, terjadi dalam struktur kelas sosial yang berkembang ke arah yang lebih

tinggi, interaksi dengan beberapa karakter lain. Dan berkisah tentang kehidupan sehari-hari. Pendapat ini disempurnakan oleh Esten (1973:7), novel merupakan pengungkapan dari fragmen kehidupan manusia dalam jangka yang lebih panjang, di mana terjadi konflik-konflik yang akhirnya menyebabkan terjadinya perubahan jalan hidup antara para pelakunya.

Dalam menulis novel, pengarang hendaknya kreatif dan berusaha menyalurkan kebutuhan yang keindahan manusia. Pengarang harus mampu memilih unsur-unsur terbaik dari pengalaman hidup manusia yang dihayatinya. Bahasa yang digunakan pun harus memiliki nilai estetis, sehingga pengarang memiliki peran yang dominan. Pengarang juga harus mampu merespon permasalahan kemanusiaan dalam kehidupan nyata, agar tercipta hasil karya yang utuh dan padu.

Novel juga tidak lepas dari unsur-unsur pembangunnya, yaitu unsur intrinsik dan unsur ekstrinsik. Unsur intrinsik sebagai unsur pembangun novel meliputi penokohan, tema dan amanat, alur, latar, gaya bahasa, dan sudut pandang. Unsur ekstrinsik yang berada di luar novel dan secara tidak langsung mempengaruhi sistem organisme novel misalnya faktor sosial ekonomi, kebudayaan, sosial politik, keagamaan, dan tata nilai.

Berbicara mengenai unsur intrinsik novel khususnya mengenai penokohan yang menjadi unsur terpenting dalam sebuah karya sastra. Tidak mungkin sebuah karya sastra tercipta tanpa adanya tokoh yang diceritakan dan tokoh yang bergerak, akhirnya membentuk alur cerita dalam novel. Penokohan tergolong kepada masalah penamaan, pemeranan, keadaan fisik, keadaan psikis, dan karakter tokoh. Pada akhirnya, penokohan menjadi gabungan antara tokoh dan perwatakan.

Masalah penokohan merupakan salah satu hal yang kehadirannya dalam sebuah fiksi amat penting bahkan menentukan, karena tidak mungkin sebuah fiksi ada tanpa adanya tokoh yang diceritakan, tanpa adanya tokoh yang bergerak, dan akhirnya membentuk alur cerita (Semi, 1988:36). Hal penokohan termasuk pada masalah penamaan, keadaan fisik, keadaan psikis, dan karakter tokoh (Muhardi dan Hasanuddin, 1992:24).

Perwatakan adalah tempramen tokoh-tokoh yang hadir di dalam cerita. Pola-pola tindakan tokoh dipengaruhi oleh tempramen ini. Watak ini mungkin berubah, mungkin pula tetap sesuai dengan bentuk perjuangan yang dilakukan. Bagaimana tempramen tokoh di awal cerita, pola-pola tindakannya, kesan yang ditimbulkannya, perubahan sikap, dan tempramennya disebut penokohan.

Menurut Semi (1988,39-42), terdapat dua tokoh dalam fiksi. *Pertama*, secara analitik yaitu pengarang langsung memaparkan tentang watak atau karakter tokoh, pengarang menyebutkan bahwa tokoh tersebut keras hati, keras kepala, penyayang, dan sebagainya. *Kedua*, secara dramatis yaitu penggambar perwatakan yang tidak diceritakan langsung melalui pemilihan nama tokoh, melalui penggambaran fisik dan melalui dialog.

Sependapat dengan Muhardi dan Hasanuddin Ws (1992:24), dalam hal penokohan termasuk masalah penamaan, pemeranan, keadaan fisik, keadaan psikis, dan karakter tokoh. Pemilihan nama tokoh diniatkan sejak semula oleh pengarang untuk mewakili permasalahan yang hendak dikemukakan. Pemilihan nama tokoh meskipun terkesan sederhana namun berpengaruh terhadap peran, watak, dan masalah yang hendak dimunculkan. Penokohan ditunjang pula oleh keadaan fisik dan psikis tokoh, yang harus pula mendukung perwatakan tokoh dan permasalahan fiksi. Perubahan watak tokoh dapat pula berlangsung

terjadinya perubahan latar cerita. Akibat terjadinya perubahan waktu penceritaan yang sudah lama, akan berakibat terjadinya perubahan keadaan fisik tokoh, ditambahkan matangnya keadaan psikis tokoh, dan secara keseluruhan merubah karakter tokoh cerita. Perubahan tempat sudah sepantasnya pula menyebabkan terjadinya perubahan watak tokoh.

Menurut Nurgiyantoro (1998: 177) dilihat dari peranan atau tingkat pentingnya, tokoh dapat digolongkan atas dua. *Pertama*, tokoh utama. Tokoh utama adalah tokoh yang paling banyak diceritakan, baik sebagai pelaku kejadian maupun yang dikenai kejadian. *Kedua*, tokoh tambahan. Tokoh tambahan adalah tokoh yang tidak sentral kedudukannya dalam cerita tetapi kehadirannya sangat diperlukan untuk menunjang dan mendukung tokoh utama.

Karakter tokoh yang hadir dalam novel akan mengalami perubahan, sesuai dengan bentuk perjuangan yang dilakukan. Karakter tokoh dalam novel tersebut dapat berupa manusia, tumbuhan, dan benda. Keadaan fisik tokoh perlu dilukiskan, terutama jika ia memiliki bentuk fisik khas sehingga pembaca dapat menggambarkan secara imajinatif. Di samping itu, ia juga dibutuhkan untuk mengefektifkan dan mengkonkretkan ciri-ciri kedirian tokoh yang telah dilukiskan dengan teknik lain. Jadi, sama halnya dengan latar, pelukisan wujud fisik tokoh berfungsi untuk lebih mengintensifkan sifat kedirian tokoh.

Permasalahan dalam novel tidak akan muncul melalui karakter dalam tokoh, tetapi dari pertemuan dua peran yang berpasangan atau yang berlawanan. Seorang tokoh akan memunculkan beberapa permasalahan sesuai dengan peran yang diperankan pengarang kepadanya. Dalam memerankan berbagai peran tersebut, dituntut perubahan perwatakan pada tokoh tersebut. keberhasilan pengarang dapat diukur sampai sejauh mana ia mengatur perwatakan yang berbeda untuk tokoh ceritanya dalam berbagai peran (Muhardi dan Hasanuddin, 1992:48).

Kehadiran novel tidak dapat dipisahkan dari pengarangnya. Keberhasilan novel sangat tergantung pada kemampuan yang dimiliki seorang pengarang. Untuk itu, penulis akan melakukan penelitian pada novel *Bumi Cinta* karya Habiburrahman El Shirazy yang karab dipanggil *Kang Abik*. Beliau memperoleh adiknya penulis nomor satu di Indonesia. Novelis yang lahir pada tanggal 30 September

1976 di Semarang, Jawa Tengah ini melanjutkan studi sarjananya di Universitas Al Azhar Kairo, Mesir.

Novel yang ditunggu-tunggu para penggemar karya Habiburrahman El Shirazy atau yang lebih dikenal dengan sebutan Kang Abik ini pun terbit juga. Novel yang bertajuk *Bumi Cinta* ini masih merupakan novel dengan kisah romansa religius yang tetap mengusung predikat sebagai novel pembangun jiwa, sebagaimana novel-novel Kang Abik sebelumnya, yaitu *Ayat-Ayat Cinta* dan *Ketika Cinta Bertasbih (KCB)*. Bahkan *Ayat-Ayat Cinta* dan *KCB* keduanya telah dilayarlebarkan. Namun, tidak seperti novel sebelumnya yang bersetting di Mesir, kali ini Kang Abik mencoba mengeksplorasi keindahan bumi Rusia dalam novel *Bumi Cinta*, khususnya kota Moskow.

Novel ini merupakan sebuah novel pembangun jiwa, humanis, cerdas, mengarukan, dan memiliki nilai-nilai universal, serta memiliki gambaran penokohan yang konkret. Dalam novel ini pengarang menonjolkan karakter tokoh Muhammad Ayyas yang akrab dipanggil Ayyas sebagai tokoh utama. Tokoh Ayyas sebagai sosok yang tidak mengharap pujian, berjuang untuk mempertahankan imannya di negara yang penuh dengan kebebasan tanpa ada aturan agama yang mengikat. Hal ini dialami dialami Ayyas ketika ia melanjutkan program studi pascasarjana dan mengadakan penelitian di Moskwa, Rusia. Ia terus mempertahankan keimanan, keyakinan, dan akidahnya agar tidak terlena dengan kehidupan duniawi.

Untuk itu, penulis melakukan penelitian terhadap kecenderungan penokohan yang terdapat dalam novel *Bumi Cinta* yang tergolong pada masalah keadaan fisik tokoh, dan karakter tokoh. Dalam peneltian ini akan diidentifikasi keadaan fisik dan karakter masih-masing tokoh baik tokoh utama maupun tokoh tambahan lainnya yang mendukung tokoh utama yang terdapat dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy.

## 1. METODE

Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Bogdan dan Taylor dalam Moleong (2004:4), mendefinisikan metodologi kualitatif sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang diamati. Metode deskriptif adalah suatu metode dalam meneliti status sekelompok manusia, suatu objek, suatu set kondisi, suatu

sistem pemikitan, ataupun suatu kelas peristiwa pada masa sekarang. probabilitasnya bahwa peneliti benar dalam interpretasinya. Penelitian ini bertujuan untuk mendeskripsikan kecenderungan penokohan yang terdapat dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy.

## 2. HASIL PENELITIAN DAN PEMBAHASAN

Data dikumpulkan setelah membaca novel *Bumi Cinta* karya Habiburrahman El Shirazy. Waktu pengumpulan data penulis tidak menemui kendala karena penelitian ini menggunakan deskriptif untuk mengkaji karakter tokoh dan keadaan fisik tokoh. Data yang sudah ditandai dan dicatat kemudian dimasukkan ke dalam format inventarisasi data, lalu diidentifikasi menurut kelompoknya.

Dari hasil penelitian yang dilakukan, ditemukan 21 tokoh yang terdapat dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy. Semua tokoh yang terlibat dalam cerita, baik itu tokoh utama maupun tokoh pembantu, akan diidentifikasi berdasarkan karakter tokoh dan keadaan fisik tokoh. Tokoh utama yang diperankan oleh Muhammad Ayyas, selalu ditonjolkan pengarang sebagai sosok yang religius. Selanjutnya, peneliti menganalisis data yang sudah ditandai sekaligus dicatat.

### a. Analisis Data

Berdasarkan deskripsi data tersebut, maka data yang telah terkumpul selanjutnya dianalisis berdasarkan teori-teori yang digunakan dengan sistematika sebagai berikut. Pada mualnya, peneliti mendeskripsikan data yang sudah dimasukkan ke dalam format inventarisasikan data (terdapat pada lampiran). Data yang diinventarisasikan berupa karakter tokoh dan keadaan fisik tokoh dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy. Selanjutnya, peneliti mengklasifikasikan data berupa karakter tokoh dan keadaan fisik dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy. Setelah data diklasifikasikan, maka peneliti menganalisis data yang ditemukan. Adapun penganalisisan data karakter tokoh dan keadaan fisik tokoh dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy ini akan diuraikan sebagai berikut.

### 1. Karakter tokoh dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy

#### a) Muhammad Ayyas

Muhammad Ayyas yang akrab dipanggil Ayyas sebagai tokoh utama dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy memiliki 15 karakter berikut.

- 1) Baik hati. Pembuktian: "Tolonglah. Anda orang baik" (hal 170).
- 2) Jahil. Pembuktian: Gara-garanya ketika Bu Tyas menuliskan soal bahasa Inggris di papan tulis aku jepret punggungnya pakai karet (hal 16).
- 3) Hemat dan penuh perhitungan dalam hidup. Pembuktian: "Ya sudah Dev, kita naik bus saja, yang murah" (hal 13).
- 4) Sangat moralis. Pembuktian: " Wah, ini gawat untuk manusia moralis seperti kamu (hal 37).
- 5) Taat beribadah. Pembuktian: " Dalam sujud ia berdo'a (hal 40).
- 6) Menjaga keimanannya. Pembuktian: "Melihatmu berpakaian seperti itu imanku bisa runtuh. Ayyas beterus terang" (hal 99).
- 7) Sabar. Pembuktian: Ia berusaha tetap tenang dan sabar, meskipun dari pertanyaan itu ada tuduhan bahwa dirinya melakukan kebodohan ketika shalat (hal 204).
- 8) Cerdas. Pembuktian: Anastasia menganggap Ayyas cerdas (hal 199).
- 9) Teguh dengan iman-nya. Pembuktian: Perlahan ia sudah menguasai diri dan pikirannya yang sempat oleng (hal 50).
- 10) Jago bela diri. Pembuktian: Pemuda Indonesia yang pernah belajar karate selama enam tahun sejak dari SMP itu dengan mudah mengelak (hal 116).
- 11) Tegas untuk hal-hal yang terkait dengan prinsipnya. Pembuktian: "Tidak usah saya jelaskan lagi, nanti salah lagi" (hal 201).
- 12) Bersemangat. Pembuktian: "Kau benar-benar pemuda yang bersemangat" (hal 111).
- 13) Pemarah. Pembuktian: "Tenang sobat. Jangan marah dulu" (hal 31).
- 14) Religius. Pembuktian: "Kamu berarti orang yang sangat religius, sangat taat pada ajaran agama" (hal 200).
- 15) Rendah hati. Pembuktian: "Maafkan kebodohan saya Doktor" (hal 201).

#### **b) Devid**

Devid yang memiliki karakter baik hati, perhatian selaku sahabat Ayyas. Berikut penjelasannya.

1. Baik hati. Pembuktian: "Aku sama sekali tidak bermaksud menjerumuskan kamu" (hal 31).

2. Perhatian. Pembuktian: Devid mengambil selimut di almari, lalu menyelimutkan ke tubuh Ayyas (hal 41).

#### **c) Yelena**

Yelena yang memiliki karakter baik hati, kafir, pelacur, penuh perhatian, solidaritas keagamaan tinggi yang digambarkan oleh pengarang dalam novel *Bumi Cinta*.

#### **d) Linor**

Linor yang memiliki karakter kurang ramah, judes, sangat benci kepada Ayyas, sangat benci kepada islam, pembunuh berdarah dingin, dan pelacur

#### **e) Prof. Lyudmia**

Prof. Lyudmia digambarkan baik hati, bertanggungjawab terhadap tugas yang diamanahkan kepadanya.

#### **f) Anastasia Pallazo**

Anastasia Pallazo yang memiliki karakter baik hati, cerdas, ramah, sangat mementingkan harga diri, bertanggungjawab, disiplin, keras kepala dan kuat memegang prinsip keyakinan, tidak suka vodka, mudah berburuk sangka, dan pengumpat

#### **g) Bibi Margareta**

Bibi margareta yang memiliki karakter baik hati, dan jiwa kemanusiaannya tinggi saat menolong Yelena lagi sekarat di jalan bersalju.

#### **h) Madame Ekaterina**

Madame Ekaterina memiliki karakter baik hati, dan perempuan muslim yang taat beribadah yang digambarkan oleh pengarang.

#### **i) Salma Abdul Azis**

Salma Abdul Azis seorang perempuan muslim yang taat beribadah, dan sangat perhatian sama putrinya.

#### **j) Lelaki Rusia sebagai sopir taksi**

Lelaki Rusia sebagai sopir taksi dengan karakter pengumpat Dasar mobil tua! Umpat sopir berhidung bengkok ke kiri itu (hal 15).

#### **k) Olga Nikolayenko**

Olga Nikolayenko memiliki sifat sombong dan ini tergambar dengan kecantikan yang dimilikinya, ia masih bisa menduduki jajaran papan atas wanita paling dikagumi klien (hal 45).

#### **l) Boris Melnikov**

Boris Melnikov memiliki karakter suka memeras orang, membunuh orang, menjual narkoba, suka bermain perempuan, dan memperlakukan hukum dengan uang.

**m) Ibu Anastasia Pallazo**

Ibu Anastasia Pallazo memiliki karakter memaksakan kehendak kepada anaknya Ibu ingin kau menjadi pendamping Boris Melnikov (hal 258).

**n) Profesor Abramov Tomskii**

Profesor Abramov Tomskii baik hati, dan bertanggungjawab. Maaf saya terlambat (hal 77). Aku telah siapkan asistenku untuk membantumu (hal 79).

**o) Bu Tyas**

Bu Tyas memiliki karakter pemaarah dengan pembuktian berikut. Dan Bu Tyas akan memaafkan kamu asal kamu berdiri di depan selama Bu Tyas mengajar dalam satu semester (hal 17)

**p) Sergei Gordotov**

Sergei Gordotov memiliki lelaki buaya darat, kasar, mafia, dan pengumpat. Ia memiliki karakter protagonis.

**q) Bibi Parlova**

Bibi Parlova memiliki karakter baik hati dengan pembuktian berikut. Dia memintaku untuk menunggumu di sini (hal 151).

**r) Profesor Najmuddin**

Profesor Najmuddin memiliki karakter tegas, dan sangat perfeksionis yang digambarkan pengarang.

**2. Keadaan fisik tokoh dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy**

**a) Muhammad Ayyas**

Ayyas sebagai tokoh utama dalam novel *Bumi Cinta* karangan Habiburrahman El Shirazy memiliki keadaan fisik kurus, dan kerempeng, tidak tampan dan tidak jelek

**b) Devid**

Devid memiliki keadaan fisik gemuk, putih, dan pemuda berkaca mata. Ia digambarkan sebagai tokoh protagonis di dalam novel.

**c) Yelena**

Yelena memiliki fisik yang tinggi, dan cantik dengan pembuktian berikut. Wajah cantik Yelena benar-benar menyihirnya (hal 49).

**d) Linor**

Linor yang berwajah cantik dengan pembuktian berikut. Meskipun wajah cantik itu kurang memancarkan aura keramahan (hal 54).

**e) Prof. Lyudmia**

Keadaan fisik Prof. Lyudmia tidak digambarkan keadaan fisik tokoh dalam novel.

**f) Anastasia Pallazo**

Anastasia Pallazo berwajah cantik, muda, mempesona, dan punya lesung pipi sehingga memukau hati Ayyas.

**g) Bibi Margareta**

Bibi Margareta berbadan gemuk dengan pembuktian berikut. Seorang perempuan bertubuh gemuk dengan berpakaian lusuh berdiri mondar-mandir di pinggir jalan dengan wajah cemas (hal 169).

**h) Madame Ekaterina**

Madame Ekaterina keadaan fisiknya tidak digambarkan dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy.

**i) Salma Abdul Azis**

Salma Abdul Azis berwajah cantik dan berwajah putih bersih dengan pembuktian berikut. Kecantikan yang mengalir di wajahmu adalah titisan kecantikan Salma yang berwajah putih bersih (hal 430).

**j) Lelaki Rusia sebagai sopir taksi**

Lelaki Rusia yang berprofesi sebagai sopir taksi ini memiliki hidung bengkok ke kiri dengan pembuktian berikut. Lalu terjadilah dialog dengan bahasa isyarat antara lelaki Rusia berhidung mencong ke kiri itu dengan pemuda berkaca mata (hal 13).

**k) Olga Nikolayenko**

Olga Nikolayenko berwajah cantik dengan pembuktian berikut. Dengan kecantikan yang dimilikinya, ia masih bisa menduduki jajaran papan atas wanita paling dikagumi klien (hal 45).

**l) Boris Melnikov**

Boris Melnikov tidak digambarkan keadaan fisik dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy.

**m) Ibu Anastasia Pallazo**

Ibu Anastasia Pallazo ini sudah tua dengan pembuktian berikut. Aku bisa pulang. Dia tidak harus bersusah-susah. Dia sudah tua (hal 252)

**n) Profesor Abramov Tomskii**

Professor Abramov Tomskii seorang dosen lelaki tua berjas rapi, berkulit putih, botak, dan berkacamata tebal.

**o) Bu Tyas**

Bu Tyas yang berwajah cantik ini sangat digemari Ayyas waktu sekolah dulu. Berikut pembuktiannya, Saat itu Bu Tyas aku anggap

wanita paling cantik yang pernah kulihat (hal 17).

**p) Sergei Gordotov**

Sergei Gordotov sebagai kekasih Linor ini berbadan besar. Berikut pembuktiannya, Linor memapah Sergei yang berbadan besar itu meninggalkan apartemen (hal 119).

**q) Bibi Parlova**

Bibi Parlova sebagai parmusaji di sebuah universitas ini berkacamata hitam tebal. Berikut pembuktiannya, jelas Bibi Parlova sambil membetulkan letak kaca matanya yang kecil bundar tapi agak tebal (hal 151).

**r) Profesor Najmuddin.**

Professor Najmuddin keadaan fisiknya tidak digambarkan dalam novel ini.

**b. Pembahasan**

Karakter tokoh yang hadir dalam novel *Bumi Cinta* karya Habiburraman El Shirazy ini akan mengalami perubahan, sesuai dengan bentuk perjuangan yang dilakukan. Tokoh utama yang dilakoni oleh Muhammad Ayyas memiliki karakter Baik hati, jahil, ramah, hemat dan penuh perhitungan dalam hidup, sangat moralis, taat beribadah, menjaga keimanannya, sabar, cerdas, teguh dengan iman-nya, jago bela diri, tegas untuk hal-hal yang terkait dengan prinsipnya, bersemangat, marah, dan religius, rendah hati.

Keadaan fisik tokoh perlu dilukiskan, terutama jika ia memiliki bentuk fisik khas sehingga pembaca dapat menggambarkan secara imajinatif. Di samping itu, ia juga dibutuhkan untuk mengefektifkan dan mengkonkretkan ciri-ciri kedirian tokoh yang telah dilukiskan dengan teknik lain. Jadi, sama halnya dengan latar, pelukisan wujud fisik tokoh berfungsi untuk lebih mengintensifkan sifat kedirian tokoh. Ayyas yang memiliki fisik kurus, kerempeng, tidak tampan, dan tidak jelek. Begitu juga penggambaran karakter tokoh dan keadaan fisik tokoh tambahan, yaitu Devid, Linor, Yelena, Bibi Margareta, Madame Ekaterina, Salma Abdul Azis, lelaki Rusia sebagai sopir taksi, Olga Nikolayenko, Anastasia Pallazo, Prof. Dr. Lyudmia, Boris Melnikov, Ibu Anastasia Pallazo, Profesor Abramov Tomskii, Bu Tyas, Sergei Gordotov, Bibi Parlova, dan Profesor Najmuddin.

Kisah di novel ini terbilang sangat menarik. Lebih menonjolkan Ayyas, dikisahkan melakukan riset Thesis di MGU. Kemudian

bertemu dengan Anastasia Palazzo, karena keterbatasan dana, dia mendapatkan apartemen yang murah atas bantuan teman SMP nya Devid yang ternyata di huni oleh dua perempuan yang cantiknya sangat mempesona. Merekalah Linor, kemudian diketahui berdarah Palestina, dan Yelena seorang pelacur papan atas dengan pesona fisik khas nonik-nonik Rusia yang sangat menggoda.

Kehidupan yang bebas di Rusia memberikan godaan yang dhasyat bagi Ayyas. Bagaimana ia menjaga pandangan selama berinteraksi satu rumah dengan Linor dan Yelena yang sama-sama menggunakan dapur dan ruang tamu. Yelena yang berpakaian sangat minim di rumah, juga pernah menggodanya. Namun kekuatan iman Ayyas berhasil melewati semua itu Ayyas kemudian menangis sejadi-jadinya sambil bersujud kepada Allah karena ia nyaris saja melakukannya. Mungkin orang akan mengatakan ah, masa bisa “tahan” ? namun novel ini berhasil menuturkan detail kisah kuatnya menjaga kehormatan Ayyas dengan sangat lengkap hingga kita juga menyadari bahwa Ayyas juga seorang manusia biasa dengan segala kekurangannya.

Kisah pun berlanjut. Anastasia Palazzo, yang merupakan pembimbing pengganti Prof. Tomskii akhirnya jatuh cinta dengan Ayyas karena kecerdasan dan keteguhan memegang prinsipnya. Godaan dari Anastasia juga tak kalah hebatnya, bahkan lebih mempesona dibanding Yelena dan Linor. Kecerdasannya beberapa kali digambarkan menyihir Ayyas juga keelokan parasnya. Lulusan *Cambridge University* ini semakin terpesona kepada Ayyas setelah menjadi pembicara dalam seminar ketuhanan bersama Ayyas waktu itu pembicaranya gagal datang, sehingga dari umat Islam di wakili Ayyas.

Linor kemudian menjebak Ayyas dengan tuduhan teroris karena melakukan pemboman disalah satu Hotel Rusia yang sedang ditempati utusan dari Inggris. Sayangnya, Linor gagal, karena ternyata ketika pemboman Ayyas sedang melakukan talk show langsung di sebuah stasiun televisi Rusia, sehingga bukti yang mengatakan Ayyas yang sedang berjalan di sekitar tempat kejadian terbantahkan. Cerita kemudian berlanjut dengan masuknya Islam oleh Linor, juga Yelena dan Devid. Linor ternyata adalah anak kandung dari Salma Abdul Aziz seorang Dokter palestina, relawan bulan sabit merah yang mati dibantai tentara Israel. Linor

kemudian dirawat dan dibesarkan oleh Dokter Katerina yang kemudian disebut Ibu oleh Linor. Setelah mendesain pengebakan terhadap Ayyas, Linor menemui ibunya dan mendengar semua cerita nyata tentangnya. Ternyata ia bukan keturunan Yahudi seperti yang dikira selama ini. Nyonya Katerina menikah dengan seorang Yahudi agen Mossad, sebelum menikah nyonya Katerina tidak mengetahuinya dan kemudian mereka membesarkan Linor dengan membawa darah yahudi bersamanya. Setelah mengetahui identitasnya. Linor ke Jerman dan menghapus segala Identitasnya sebagai agen Mossad. Ia mempelajari Islam di sana, dan kemudian memeluk Islam. Ia mendapatkan pesan lewat mimpi dari ibunya bahwa ia harus menikah dengan seorang seperti Yusuf, yang kemudian ia simpulkan sebagai Ayyas, karena keberhasilan Ayyas menolaknya pada malam itu. Sayangnya sebelum Ayyas memberikan keputusan, Linor telah meninggal. Yelena dan Devid kemudian menikah dan hidup bahagia.

## SIMPULAN DAN SARAN

Data telah dikumpulkan, kemudian peneliti melakukan analisis terhadap karakter tokoh dan keadaan fisik tokoh dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy. Penokohan yang digambarkan dan dikembangkan dalam novel ini secara analitik dan secara dramatik. Secara analitik, yaitu pengarang langsung memaparkan tentang watak atau karakter tokoh, pengarang menyebutkan bahwa tokoh tersebut keras hati, keras kepala, penyayang, dan sebagainya. Sedangkan secara dramatis, yaitu penggambaran perwatakan yang tidak diceritakan langsung melalui pemilihan nama tokoh, melalui penggambaran fisik dan melalui dialog.

Berdasarkan deskripsi data, analisis data, serta pembahasan yang telah diuraikan pada bab sebelumnya, maka kesimpulan dari penelitian sederhana ini dapat diuraikan sebagai berikut. *Pertama*, karakter tokoh Ayyas lebih ditonjolkan dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy. *Kedua*, keadaan fisik Ayyas sebagai tokoh utama kurang digambarkan dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy. sehingga keadaan fisik Ayyas tidak gagah dan tidak jelek. *Ketiga*, karakter tokoh pembantu dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy dapat membantu dan memperjelas karakter tokoh utama. *Keempat*, keadaan fisik tokoh pembantu dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy lebih ditonjolkan

sehingga peneliti dapat mengetahui keadaan fisik tokoh pembantu secara keseluruhan.

Dari hasil dan simpulan penelitian, maka dapat dikemukakan saran yang dapat dipertimbangkan oleh pihak berikut. *Pertama*, peneliti sendiri. Diharapkan dapat menerapkannya nanti dalam pelaksanaan pembelajaran khususnya dalam pembelajaran sastra tentang penokohan yang terdapat dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy. *Kedua*, bagi pembaca. Diharapkan dapat menambah wawasan dan pengetahuan terhadap kecenderungan penokohan yang terdapat dalam novel *Bumi Cinta* karya Habiburrahman El Shirazy.



## Referensi

- Atmazaki. 2005. *Ilmu Sastra: Teori dan terapan*. Padang: Citra Budaya Indonesia.
- Esten, Mursal. 1973. *Kesusastraan: Dasar-dasar dan Teori Kesusastraan Modern*. Bandung: Aksara.
- Moleong, Lexy J. 2009. *Penelitian Kualitatif*. Bandung: Rosda.
- Muhardi dan Hasanuddin WS. 1992. *Prosedur Analisis Fiksi*. Padang: IKIP Padang Press.
- Nurgiyantoro, Burhan. 1998. *Teori Pengkajian Fiksi*. Yogyakarta: Gajah Mada University Press.
- Semi, M. Atar. 1988. *Anatomi Sastra*. Padang: Angkasa Raya.
- Shirazy, Habiburrahman El. 2010. *Bumi Cinta*. Jakarta: Basmala.

# MORFO MORFOSINTAKSIS DAN SEMANTIK

**Wahyudi Rahmat**

Program Studi Bahasa Indonesia, STKIP PGRI SUMBAR  
wahyu\_juni19@yahoo.co.id

**Mhd. Johan**

Prodi Bahasa dan Sastra Inggris, Universitas Putera Batam  
E-mail: thorshid@gmail.com

## Abstrak

*Penelitian ini adalah penelitian morfosintaksis dan morfosemantik yang bertujuan untuk: 1) mencari apa bentuk berbeda yang dimiliki oleh kata (morfologi), 2) mencari di mana frase dan kata dan kalimat itu muncul (distribusi), dan apa yang ditentukan dalam frase atau kalimat tersebut (fungsi). Penelitian ini menggunakan metode dan teknik catat dan teknik library research. Penelitian ini menggunakan teknik Sudaryanto. Data dianalisis dengan metode kontribusi dan teknik analisis bagi unsur langsung. Hasil penelitian menunjukkan bahwa proses afiksasi, reduplikasi, komposisi tidak dapat dipisahkan dari kajian morfosintaksis dan morfosemantik dan hal itu juga tidak dapat dipisahkan dari aspek tata bahasa yang berkaitan dengan pembentukan perkataan dan pembinaan ayat. Kedua bidang kajian ini sama-sama berlandaskan pada ilmu morfologi sebagai dasar utama pembahasannya.*

*Kata kunci: Morfologi, sintaksis, semantic*

## PENDAHULUAN

Morfosintaksis dapat dikatakan penggabungan antara morfologi dan sintaksis. Sedangkan morfologi membicarakan morfem dan susunan bentuk kata, sementara morfem adalah satuan makna kata yang terkecil atau bagian dari kata. (Nida,1,1949). Sedangkan sintaksis adalah suatu susunan pola kata yang di dalam susunan itu terdapat unsur-unsur subjek, predikat, objek dan keterangan, yang mana kalimat itu sudah mempunyai makna.

Pokok bahasan ini sangat penting sekali dipelajari karena kalau tidak dipelajari sangat berdampak besar pada susunan kata dan makna dari suatu kalimat. Apabila orang sudah masuk ketataran pokok bahasan ini maka orang itu harus mengetahui susunan kalimat dengan baik dan benar begitu juga maknanya.

Setiap orang harus bisa menyusun kalimatnya dengan benar seandainya orang itu tidak dapat menyusun kalimat itu dengan benar maka orang yang membaca kalimat itu tidak akan mengerti apa yang dimaksudkan oleh sipenulis. Contoh “ me reading book that” dengan adanya contoh yang “salah” ini maka orang yang membacanya akan kebingungan, Sedangkan di dalam bahasa Inggris posisi “me” adalah sebagai objek dia tidak pernah menjadi subjek atau pangkal kalimat. Begitu juga kata “reading” kalau ada penambahan “ing” di dalam suatu kalimat maka sebelum kata “ing” itu harus didahului dengan “to be” begitu juga kata dengan “that” kata itu harus berada di depan benda.

Setiap pembaca dan pendengar dari kalimat yang ditulis maupun yang diucapkan secara langsung atau tidak langsung haruslah mengerti apa yang dimaksudkan sipenulis atau sipenutur kalau tidak mengerti dengan tulisan yang penulis tulis atau yang diucapkan sipenutur maka suatu pesan yang disampaikan melalui tulisan dan tuturan tidak sampai. Maka dari itu setiap penulis dan penutur harus mengerti dengan sintaksis dan semantis.

Yang menjadi bahasan dari struktur sintaksis adalah suatu struktur yang didalamnya terdapat fungsi sintaksis yaitu susunan yang terdiri dari unsur S, P, O dan K atau S V O (bahasa Inggris) yang akan diisi kata-kata tertentu sehingga menjadi kalimat bermakna. Yang menjadi catatan di sini adalah:

- Kategori sintaksis adalah terdiri dari istilah nomina, verba, adjektif dan numeral.
- Peran sintaksis adalah istilah pelaku penderita dan penerima adalah peristilahan yang berkenaan dengan peran sintaksis

Dalam struktur sintaksis minimal harus ada fungsi subjek, predikat karena munculnya objek tergantung dari verba yang mengisi predikat, kalau transitif objek muncul kalau intransitif tidak. kedua berkenaan dengan kebiasaan umum.

Sebaliknya, morfosemantik adalah menganalisis semantik yang bersumber dari akar morfologi. Dapat membatasi obyek yang diangkat dari pembahasan morfosemantik tersebut yaitu pada masalah konstruksi dan dampak makna yang ditimbulkan.

Adapun permasalahan yang dibahas dalam topik ini adalah pengelompokan kelas kata dalam morfosintaksis dan makna dalam morfosemantis.

### A. Kajian Teori Terkait

#### Morfosintaksis dan Morfosemantis

##### a. Morfosintaksis

Morfosintaksis merupakan perpaduan morfologi dan sintaksis. Keduanya lazim disebut dengan elemen tata bahasa. Van Valin (2004:2) mengatakan "*Syntax and morphology make up what is traditionally referred to as grammar*"; *an alternative term for it is morphosyntax, which explicitly recognizes the important relationship between syntax and morphology*" Sintaksis dan morfologi terbentuk secara tradisional disebut sebagai tata bahasa"; istilah alternatif untuk itu adalah morphosyntax, yang eksplisit adalah hubungan antara sintaksis dan morfologi "kemudian Kridalaksana (1993: 143) mendefinisikan morfosintaksi sebagai struktur bahasa yang mencakup morfologi dan sintaksis sebagai satu organisasi dan kedua bidang itu tidak bisa dipisahkan.

Morfologi dan sintaksis adalah satu kesatuan komponen yang tidak dapat dipisahkan satu sama lainnya. Sebagaimana diketahui morfosintaksis lebih mengacu pada pembagian kelas-kelas kata. Di dalam pembahasan ini ada beberapa bagian dari "kelas "kata."

##### a. Mengidentifikasi kelas kata

Di dalam kajian ini, kelas kata menjadi pembahasan awal di mana dapat diharapkan untuk bisa mengidentifikasi kelas kata apakah kata tersebut termasuk ke dalam golongan kata kerja, kata benda, kata sifat dan lain sebagainya.

Contohnya, apabila diberikan kalimat "I was happy to....." Maka kata yang paling tepat untuk diisikan dalam titik-titik di atas dipastikan adalah Verb atau kata kerja.

Tanpa kita memahami definisi lengkap dari verb, kita bisa mengetahui bahwa isian yang paling tepat di sana adalah kata kerja. Contoh kata lainnya: "..... become extinc". Dari titik-titik diatas, yang paling tepat jawabannya adalah noun atau kata benda, sebab kelas kata yang lain tidak akan tepat diisikan ke dalam titik-titik di atas.

##### b. Cara Mengidentifikasi kelas kata

Menurut Tallerman (26) dari penjelasan awal, sederhananya dari kelas kata dapat diartikan sebagai berikut:

##### a. Noun mengacu pada

Nama orang misalnya: Tommy, John, Alber dsb

Nama tempat

Misalnya: Padang, school, office dsb atau benda

book, stone, eraser dsb

##### b. Verb mengacu pada

Menyatakan aksi, proses atau melakukan aktivitas

Misalnya: read, walk, work, study, sit, stand dsb

##### c. Adjective mengacu pada

Kata yang memodifikasi noun atau memberi sifat ke benda

Misalnya : blue sea, yellow car, beautiful girl

Untuk mengidentifikasi masalah kelas kata, di sini penulis menggunakan kriteria morfologi dan kriteria sintaksis, itulah yang disebut dengan istilah morfosintaksis.

Morfologi mempelajari bentuk kata, termasuk juga mempelajari bentuk dari susunan kata berupa imbuhan seperti -ed, -es dan -ing.

Seperti : "walk" menjadi "walked"

"sit" menjadi "sits"

"Study" menjadi "studying"

Kriteria sintaksis membuktikan bahwa distribusi kelas kata cukup beragam. Contohnya, ada bagian dari kalimat yang hanya bisa diisikan dengan satu kelas kata saja seperti contoh kalimat di atas, dan ada pula kata-kata yang memiliki modifier masing-masing.

Contoh:

1. skill, skillfull
2. electric, electrically
3. happy, happiness

Dari penjelasan di atas, dapat disimpulkan bahwa mengidentifikasi kelas kata melalui kriteria linguistik perlu diingat:

1. Apa saja bentuk berbeda yang dimiliki oleh kata (morfologi)
2. Di mana frase dan kata dan kalimat itu muncul (distribusi)
3. Apa yang ditentukan dalam frase atau kalimat tersebut (fungsi)

Melalui penjelasan di atas bisa diturunkan pembagian kelas kata.

##### 1. Verb (kata kerja)

Intransitif: tidak membutuhkan objek, contoh: Lee capitulated

Transitif: membutuhkan objek, contoh: Lee bought flower

##### 2. Noun phrase: as a determiner

Contoh: those feelings, her children, some books

##### 3. Preposition Phrase

Contoh: ke, dengan

4. Adjective Phrase (prediket)  
Contoh: is angry, are beautiful
  5. Adverb: modify verb  
Contoh: slowly, suddenly, usually
- B. Morfosemantis

Proses morfologi tidak hanya menghasilkan bentuk yang baru saja melainkan juga menghasilkan makna yang baru, yang disebut makna gramatikal. Sedangkan makna semula adalah makna leksikal. Menurut Kridalaksana, pemaknaan tersebut dikaji dalam ilmu yang mempelajari tentang makna yang dinamakan Semantik. Apabila digabungkan morfologi dengan semantik maka akan terciptalah morfosemantis.

Morfosemantis diartikan secara singkat sebagai perubahan-perubahan makna suatu kata dengan diikuti perubahan makna kata itu sendiri. Pengertian tersebut dapat diartikan bahwa pembentukan suatu makna dapat melibatkan proses morfologis di dalamnya.

Dapat disimpulkan bahwa Morfo-semantik merupakan penggabungan sub disiplin ilmu linguistik yaitu morfologi dan semantik dimana menggunakan morfologi sebagai dasar pijakan pengambilan makna semantiknya. Proses morfologisnya dilakukan baik secara inflektif maupun derivatif. Dalam morfo-semantik selain mengubah bangunan kata juga berimplikasi pada perubahan makna. Makna yang dihasilkan dari proses morfologis inilah yang disebut dengan morfo-semantik.

Menurut Khabibi proses morfemis dalam bahasa pada umumnya, setidaknya ada lima model yaitu afiksasi, reduplikasi, komposisi, konversi, modifikasi internal, suplesi, pemendekan, dan produktifitas proses morfemis. Namun kelima model ini dalam bahasa tertentu terkadang tidak dikenal. Dalam bahasa Indonesia misalnya hanya mengenal afiksasi, reduplikasi, dan komposisi.

#### Afiksasi

Dalam bahasa Indonesia, sering sebuah kata dasar atau bentuk dasar perlu diberi imbuhan dulu untuk dapat digunakan di dalam pertuturan. Imbuhan disini dapat mengubah makna, jenis, dan fungsi sebuah kata dasar atau bentuk dasar menjadi kata lain, yang fungsinya berbeda dengan kata dasar atau bentuk dasarnya

#### Reduplikasi

Reduplikasi adalah proses morfemis yang mengulang bentuk dasar, baik secara keseluruhan, secara sebagian (parsial), maupun dengan perubahan bunyi. Oleh karena itu, lazim dibedakan adanya reduplikasi penuh, seperti meja-meja (dari dasar meja), reduplikasi sebagian seperti lelaki (dari dasar laki), dan reduplikasi dengan perubahan bunyi, seperti bolak-balik (dari dasar balik). Dan juga terdapat reduplikasi semu yang dicatat oleh Sultan Takdir seperti mondar-mandir, yaitu sejenis bentuk kata yang tampaknya sebagai hasil reduplikasi tetapi tidak jelas bentuk dasarnya yang diulang

#### Komposisi

Komposisi adalah hasil dan proses penggabungan morfem dasar dengan morfem dasar, baik yang bebas maupun yang terikat, sehingga terbentuk sebuah konstruksi yang memiliki identitas leksikal yang berbeda atau yang baru. Komposisi terdapat dalam banyak bahasa. Misalnya lalu lintas, daya juang, dan rumah sakit

#### B. Sajian Data dan Pembahasan

Sajian data dari kelas kata

1. It's interesting to.....
2. It's difficult to.....
3. It's easy to .....
4. He ..... to Jakarta today.
5. Rina ..... English at Putera Batam now.
6. He ..... to Surabaya last week.
7. They ..... newspaper yesterday morning.
8. The students have .....since morning.
9. My aunt has ..... for three years.
10. They are ..... English now.

Pada sajian data nomor 1 sampai nomor 3 dapat dipastikan kata yang muncul adalah verba (atau kata kerja) seperti "study" dan bisa juga muncul kata kerja yang lainnya.

Pada sajian data nomor 4 (empat) dapat dilengkapi dengan kata kerja yang ditambahkan "s atau es". Misalnya : "goes, moves", dan begitu juga dengan contoh data yang nomor 4 (empat). Seperti : "studies, learns" dan sebagainya. Sebab jenis kalimatnya adalah "simple present tense"

Untuk sajian data nomor enam dan tujuh dapat disimpulkan kata kerja yang dipakai adalah kata kerja ke-dua, seperti kata kerja "went" yang berasal dari kata kerja "go" atau "left" yang berasal dari kata "left". Jenis kalimat itu adalah "simple past tense"

Pada sajian data nomor delapan dan nomor sembilan dapat disimpulkan memakai

kata kerja ke tiga, sebab jenis kalimat itu adalah “perfect tense” yang mempunyai rumus subject + have / has + verb III + object. Seperti kata kerja “studied” untuk kalimat nomor delapan dan bisa juga kata kerja ketiga yang lainnya.

Untuk sajian data nomor sepuluh juga dapat disimpulkan kata kerja yang ditambahkan dengan “ing” kalimat tersebut merupakan kalimat present continuous tense. Kalimat tersebut menyatakan suatu kegiatan yang sedang berlangsung.

“This pionist”

“These pionists” Sumber data Andrew Carstairs-McCarthy, 36, 2002

Sebenarnya arti “this dan these” mirip yang bermakna “ini”, akan tetapi fungsinya sangat berbeda satu samaliannya. Kalau “this” dipakai untuk kata benda tunggal sedangkan “these” dipakai untuk kata-kata benda “jamak” atau lebih dari satu dan kata benda itu harus ditambahkan dengan tanda plural yaitu tanda “s atau es”.

-(r) en

Oxen

Children

Brethren

Pada kata-kata di atas terdapat penambahan -(r) en pada akhir kata-katanya, masing-masing dari kata di atas itu mempunyai makna sendiri-sendiri. Sedangkan oxen mempunyai arti sapi jantan, “children” yang berarti anak-anak dan brethren yang berarti saudara seiman. Akhiran -(r) en pada kata-kata di atas bermakna plural atau jamak.

-im dalam cherubim (Latin)

Kibbutzim (Latin)

Andrew Carstairs-McCarthy, 33, 2002

Dua kata di atas mirip, sebetulnya “kibbutzim” diambil dari bahasa Israel, dan kata dua kata itu dipinjam dari bahasa Latin. Adapun makna “im” pada kata tersebut menandakan plural atau lebih dari satu.

-able ‘able to be Xed’: breakable, readable, reliable, watchable, Andrew Carstairs-McCarthy Hal, 53, 2002

Kata-kata di atas memberikan “able” pada akhir katanya, sebetulnya kata dasarnya adalah kata kerja kemudian diberi akhiran “able” sehingga kata kerjanya berubah menjadi kata sifat

-ent, -ant ‘tending to X’: repellent, expectant, conversant, Andrew Carstairs-McCarthy Hal, 53, 2002

Pada kata-kata di atas merupakan kata-kata yang berakhiran dengan “-ent dan -ant”, masing-masing kata-kata tersebut berubah menjadi kata sifat. Sedangkan kata “repellent” yang berarti “menjijikkan” dan kata “expectant” yang berarti “yang mengandung harapan” dan conversant adalah “menganal”.

-ive ‘tending to X’: repulsive, explosive, speculative, Andrew Carstairs-McCarthy Hal, 53, 2002

Kata-kata yang berakhiran dengan “ive” di atas mengandung makna “sifat” kata-kata tersebut mensifati kata-kata benda.

## KESIMPULAN

Bidang morfo-sintaksis dan Morfosemantis adalah dua unsur yang tidak boleh dipisahkan dalam aspek tata bahasa yang berkaitan dengan pembentukan perkataan dan pembinaan ayat. Kedua bidang kajian ini sama sama berlandaskan ilmu morfologi sebagai dasar utama pembahasannya.

Morfosintaksis memadukan ilmu morfologi dan syntax dimana yang menjadi inti dari pembahasan adalah mengenai pembagian kelas kata. Morfosemantis adalah penggabungan ilmu morfologi dan semantic dimana yang menjadi acuan adalah perubahan makna yang ditimbulkan dari perubahan struktur kata.

Melalui proses pengajaran dan pembelajaran, aspek tata bahasa di dalam ilmu linguistik ini dapat menggabungkan ilmu morfologi dan sintaksis serta semantic menjadi inti penting dalam pembelajaran tata bahasa.

## References

Azar, Betty S., 1989. *Understanding and Using English Grammar*, Prentice-Hall, New Jersey, B.P.F.E.; Yogyakarta,

Carstairs Andrew –McCarthy. 2002. *An Introduction to English Morphology: words and their structure*. Edinburgh University Press.

Hornby, A.S., 1975. *Guide to pattern and Usage in English*, 2<sup>nd</sup> edition, O.U.P., London,

Kridalaksana, Harimurti. 1993. *Kamus Linguistik*. Jakarta: PT. Gramedia

Krohn, Robert, 1971. *English Sentence Structure; An Intensive Course in English*, John Wiley & Son, Michichan,

Mas'ud, Fuad, 1992. *Essentials of English Grammar*, A Practical Guide, 2<sup>nd</sup> Edition,

Nida, Eugene, 1949. *Morphology, The Descriptive Analysis of Words*, second edition, Ann Arbor: The University of Michigan Press.

Purwo, Bambang Kaswanti, 1989. *Serpih-Serpih Telaah Pasif Bahasa Indonesia*: Kanisius

Sudaryanto. 1993. *Metode dan Aneka Teknik Analisis Bahasa, Pengantar Penelitian Wahana Kebudayaan Secara Linguistik*. Yogyakarta. Penerbit Duta Wacana University Press.

Tallerman, Maggie. 1998. *Understanding Syntax*. London: Arnold

Valin jr., Robert D van. Dan La Polla. 1999 dan 2002. *Syntax: Structure, meaning, dan function*. Cambridge: Cambridge University Press.

Yusdi, M. 2013. *Relasi Gramatikal dalam Bahasa Melayu Klasik. Tinjauan Tipology Sintaksis*. Padang, Sumatera Barat: Minangkabau Press





# **OBSTACLE IN ENGLISH ORAL DISCOURSE AT THE 3<sup>RD</sup> SEMESTER STUDETS OF ENGLISH EDUCATION FACULTY OF UNIVERSITAS RIAU KEPULAUAN BATAM IN ACADEMIC YEAR 2014-2015**

Fasaaro Hulu, Universitas Putera Batam  
fashulu@gmail.com

## **Abstrak**

*This research aims to find out the Obstacle in English oral discourase faced by the 3rd semester students of Universitas Riau Kepulauan. To get the result A qualitatif methods applies in the research by using open questioner. The students of Universitas Riau Kepulauan have several obstacle in English speaking which are influenced by the lecturers, the students, the methods, material, lack of time, lack of vocabulary, lack of grammar and others. there are 140 data found from the students. The data related to the lecturers are 3 data, from the material are 3 data, from the methos are 6 data, from the grammar are 48 data, from the vocabulary are 22 data, cognitive are 14 data, psycomotor are 22 data, affective ara 4 data, time are 3 data. the data are analysed and described in the form of the table that follow by the explanation for each data from the table.*

*Key words: ora,l discourse, obstacle*

## **Introduction**

English oral discourse is very important for mostly people in many countries. It comes through education, tecnology, businiess, politics, economics, culture and religion. In this era, English is a language which should be known by parents, children, student and employs through the coming internet in hand by having computer or mobile. Mostly of us are going to be faced by the language which is programed in it.

Obstacle is often faced by a lot of learners who study in schools and university in saying something. Such as, a students asked what is the right sentence to say from his/her friends then continue to speak.

Obstacle in oralis usually faced in the field of oral busines, give information about economic, talking politic and speak language in education field. Most of the learners are studying English in course, school or university for a certain purpose and need.

Obstacle is something that prevented way that makes movement could not take chance to go forward smoothly and action are blocked or made more difficult. It always faced in every single step of life. it comes without space and place limitation. It maybe happen everywhere and anytime. When it is faced, one seemed doubt, worry in his or her performance. And even the behavior turns to other demeanor.

Oral obstacle often start produced when someone wants to express ideas, describing anything, one wants to say a words or know information from others. A person produces words based on what he sees, feels, hears, tastes or listens.

Oral obstacle is an interactive process of constructing difficulties that involves producing a little doubt and receiving surprised, ungrammatical sound, misused vocabulary and processing unclear goal although in many fields, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language.

And especially for the students who study in Universitas Riau Kepulauan are mostly employees in some firms that is not always use english to speak but just in class and the students learning background such as material which is unclear, lecturer speaks very fast, feeling tired and sleepy which is caused of coming the obstacle English oral discourse. So, student in this university faced the speaking obstacle when they have conversation in campus and in the place they work.

Therefore, the writer conducted the research toward the student at the 3rd semester of Universitas Riau Kepulauan to explore their English speaking obstacle.

## **Problem Identification**

What are the students obstacle in oral discourse?

## **Limitation of the problem**

In order the result of the study is clear, writer puts it in narrower and focuses on the process of obstacle in English oral obstacle at the 3<sup>rd</sup> semester of English education faculty of UNRIKA Batam.

## Objective of the study

Related to the statement of the research mentioned above, the general objective of this research is to identify the students' speaking obstacle in English is to explore the students' obstacle in oral discourse.

## Research Significances

The benefits of the study are:

The research result can be used as an input in English teaching learning process, especially in developing speaking or oral skill and can be used as reference who wants to conduct a research in teaching speaking and by reading the result, the student can realize their weaknesses in mastering English speaking.

## Literature Review

Obstacle is when there is something outside or ahead of us preventing us from moving forward or acting differently ...working in the notion of the obstacle will mean understanding how the multitude presents itself positively...the obstacle is presented is something which something which must be destroyed...obstacle is always too strong to be got around (Negri, 2008: 105). And if an obstacle occurs in the course of someone's own existence and if she / he does not know how to overcome the obstacle, then she or he has a problem (Powell & Frankenstein, 1997: 264). The difficulty disturbs a person who speaks in a language.

## Previous research

One is Dewi Puspita Ayu FKIP Unisma declared that the students have some problems in speaking skill, the students have difficulties such as can not explore and develop their ideas, lack of practicing conversation, lack of vocabulary and influence of mother tongue. Using therapy games was an appropriate way to solve these problems.

The last is Atika Islami found the fact that ability to speak English most is very low. Based on the pre test, it can be found that the lack of ability to speak is caused by these factors: difficulty in expressing ideas in English verbally, limited vocabulary, limited structure ability (grammar), limited ability of articulating words (pronunciations).

Based on the previous researchers, the writer concludes that obstacle in oral discourse are found in several resources in non-linguistics and linguistics. One is lecturers. Another is students. The others are affected by material, problem in grammatical usage and lack of

vocabulary. In addition, lack of practice, noisy class and it is not enough time in learning.

## Theoretical background

Obstacle in English oral discourse is divided in two parts. They are obstacle influenced by non-linguistics and linguistics.

### Obstacle in English oral discourse which influenced by non-linguistics:

Lecturers causedThe frequent employment of teachers who are incompetent to discharge the duties of the office and who feel no particular interest in the cause of instruction is injurious to the best interest of the schools (Northend, 1844: 10). The teacher who in charge in teaching in the certainly field and he or she does not have interest in the same field is having obstacle to elaborate the material.

Demonstrating Caring and Kindness Research by Larson and Silverman (2000) and Noddings (1984) has emphasized the importance of developing a caring and respectful relationship between teachers and students. They support students' needs for both communication and care in order to achieve a personal relationship with their teachers. Noddings (1984) believes the entire school curriculum should be built around the ethic of care. She contends that with this construction, caring will become an integral part of a committed, reciprocal relationship between the teacher and student.

When providing daily instruction for students with special needs, the curriculum content, materials, abilities, and teaching methods require thoughtful consideration. Research suggests effective teachers think and behave in certain ways with children who have disabilities. McNergney and Keller (1999) observed a large number of teachers and conducted observations. Overall, their results revealed effective teachers, and especially those who teach children with special needs, should pay attention to students' progress and actively involve them in learning activities, while offering guidance and praise for effort and accomplishments.

Students obstacleThe children who send to school too early and present onward have become disgusted with exercises which they could not comprehend (Northend 1844: 17). It seems that a child who is not old enough cannot be forced to go to school.

Obstacle from the students is "the early withdrawal of scholars from the school (Northen, P. 26)." Cognitive (knowledge), Psychomotor (skill) and Affective (attitude)

Carlson and Hastie (1997) believe teachers' and students' agendas need to overlap and be in support of each other, and the end result would be a positive learning environment. This way of learning is a challenging way of constructing freedom in the classroom. The strength in a constructivist based classroom is in the lessons and activities of the students. Zimmerman (1990) and Claxton (1996) believe that the learning process should be organized in such a way that students take responsibility for their own learning. Students should be independent and able to make decisions about their learning ability and then plan accordingly. Richardson states student-directed learning and curricula have become focal points for all constructivist-based teaching and learning practices.

Other obstacles from the students in oral discourse is feeling sleepy, tired, education background and mother tongue.

feeling sleepy. a person who feels sleepy may influence the oral fluency, spoke the wrong words and unclear ending.

Tiredness. The energy which spends for a long time in several hours to do something makes body condition gets lower in the end.

Education background. The knowledge which is having at this moment is coming from the past experienced. The past work is one of the determination to make something better in the present such as education. He or she who has not any skill, something which is not learnt and the field performs at presents, he or she gets obstacle to begin and end it. Then one of the activities is oral get obstacle. It could influence the oral fluency, using the ungrammatical words because of the lack of oral practicing.

Mother tongue. It is an Indonesian words, "from a child is thought, when growth is brought." A language which planted in memory is unforgettable. In conversation, it sometimes heard the words mixed in the second language therefore the listener gets fague meaning and the sounds like mother tongue language while the language which is using is the second language so it makes oral misunderstanding.

Material. "The most reason is a curriculum overload which obligates students to prepare for six subjects a day so that no time remains for participation for workshops and the like. Another reason is a content overload of the

various subjects." (Council of Europe, 2008: 176). The material is decided by the a state school or private university for the learners. But it gets difficulties toward the students to master them as it too much. there is no time to learn and to be taught by the lecturers or teachers.

### **Research framework**

Based on the theories mentioned above, those theories are true. It shows that in English oral discourse, there are unlimited difficulties during the communication and the obstacle that is faced by the students. And the writer wants to reveal the obstacle in real condition with the students. But it is not displayed all the obstacle completely by the researcher as those problem are very complex.

### **Research Method**

#### **Research design**

This research was conducted at Universitas Riau Kepulauan Batam. It was done at the third semester. This research involved thirty students which consist of boys and girls. The students of this class have different obstacle, especially in speaking. Method that is used in this research is the qualitative research approach. Thus, the aim of the conduct this research was to do an action of identifying students' speaking obstacle

This qualitative research was designed by using Creswell's design. the process of qualitative research is one step. This research would be conducted for once time. The data were gathered from the students' speaking obstacle and the data were analyzed and describe in chapter four.

#### **Type of the research**

To act in this research, researcher applies the qualitative research because the writer wants to identify the speaking obstacle of the students. The purpose of qualitative research is more *descriptive* than *predictive*. The goal is to understand, in depth, the viewpoint of a research participant. Realizing that all understanding is constructed, different research participants are going to have different interpretations of their own experience and the social systems within which they interact. Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data;

making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology (Kothari, 2004 : 4).

In this research, the writer applies the method of qualitative research to describe the speaking obstacle through English dialogues in the front of the class. "Qualitative research is interpretative research, with the inquirer typically involved in a sustained and intensive experience with participants. This introduces a range of strategic, ethical, and personal issues into the qualitative research process. With these concerns in mind, inquirers explicitly identify reflexively their biases, values, and personal background, such as gender, history, culture and socioeconomic status, that may shape their interpretations formed during a study (Creswell, 2009 : 165)."

Before applying the research, writer comes to the class to see the condition and the complement of the material which meets the students speaking obstacle and the writer asks the students one by one and observationed. When conversation takes places, some students are very happy to speak in English and some are not. They want to speak without thinking the mistake. in the time, writer finds some the English language users still doesn't meet the speaking obstacle but others do. They are out of using grammar, vocabularyless, pronunciation still needs correction.

The data were gathered from recording and identify them whether meet the communicative obstacle as in grammatical obstacle, sociolinguistics obstacle, discourse obstacle and strategic obstacle. Then were analyzed through the following ways: audio-visual recording material data were analyzed by using simple calculation. I counted the check list for each criterion. The data of the students' speaking obstacle were analyzed through the speaking rubric which focused on five aspects of

speaking skill: pronunciation, grammar, vocabulary, fluency and comprehension.

## **Subject and object of the research**

### **Subject of the research**

The subject of this research is the third semester students of English and literature, UNRIKA University. They are chosen as the subject of the study because they have learnt English for two years. The students have been learning English for four semesters.

The writer wants to describe whether they have speaking obstacle especially in English speaking. Some of the students seem nervous and get high motivation in speaking English before the study does. English is their nature. They often use English when they are in class but they sometimes speak in Bahasa. They are able to express their ideas by using English when they communicate to their friends in or outside class at university. A few of them are teachers. Others are employees in hotel, mall, government office, local manufacturing and foreign industries. So that they mostly feel tired after work until noon. Therefore, they have spirit less.

### **Object of the research**

Objectivity for the researcher is an objective observer and reporter of data. Systematic social science methods, such as sample selection procedures, measurement of variables, and statistical analysis, presume that the researcher may well find the result by applying qualitative methods to identify the students' obstacle as long as the oral discourse through the dialogues in pairs at university.

### **Time and place of the research**

This research is conducted in Universitas Riau Kepulauan, Batam. It was done at the third semester 2014/2015 of English Education students program of UNRIKA University is one of the private university in Batam which has a good reputation in English program. It has morning class, night class and shift class.

The researcher does the study in the three classes mentioned. The time which spends on the research is about two weeks. And the writer interests to do the study because is not too far from the residence and work place.

### **Techniques and instrument of data collecting**

This research employed one technique of collecting data namely open questioner. The questioners were carried out to find out students'

participations and responses in speaking activity trully. Open questioner were addressed to the respondents to get their responses in a form of written data. In this study, the questionnaires consisted of five numbers in free statement related to psychological factors that hinder them from speaking in which students can express their own idea in the form of text in a peace of small white paper.

### Techniques of data analysis

The data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. Data analisys in qualitative research(adapted from Creswell, 2007 : 172)

The data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparisons and analysis (Kothari, 2004, p. 118)

### Organizing the data

The qualitatif data are taken from through open questioner and all those data are summarize by the writer to be easy to understand.

These levels are emphasized in the following steps:

*Step 1. Organize and prepare the data for analysis.* This involves transcribing observations, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

**Step 2. Read through all the data.** A first step is to obtain a *general sense* of the information and to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information? Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

*Step 3. Begin detailed analysis with a coding process.* Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information

### Result and iscuSSION

This study was done by the researcher to find the English speaking obstacle in English that is faced by the students of UNRIKA Batam.

### Lecturers

The data in the table below were pure taken from the students in the class. The data is as follows:

**Table. 4.1**

1	<i>Dosen terlalu cepat menjelaskan</i>
2	<i>Dosen/gurunya kurang asik /nyaman</i>
3	<i>Kalau dosennya ga pinter cara ngajarnya, cara menyampaikannya</i>

T

The writer found that there are 3 students stated if they have obstacle in oral discourse as the lecturers sometimes explain the material very quickly and speaks so fast. The students may not stop the explanation in a while. They tried to take turn at the time but it is impossible as the lecturer speaks in long sentences so the students get obstacle to remember the sentence in the beginning. In this condition, students get obstacle because thier vocabulary are still lack and the ability to comprehend by listening is not good enough. This also influenced by their basic knowledge background which is needed the better.

### Material

The data were taken from the students in the class through the open questioner. The data describe in the form of table as follow.

**Table 4.2**

1	<i>Dengan materi yang diberi</i>
2	<i>Kurang dalam menguasai materi yang diberi</i>
3	<i>Karena gak suka yang kayak gini pelajarannya</i>

It is important to be understood by the students whole material which provided by the lecturer in the form of text in class. This becomes an obstacle for them to enjoy the oral discourse if some the material seems stiiil fague. The writer found 3 students spoke that the unclear material could affect the oral discourse among their friends during the time of learning.

## Methods

The below data are described the obstacle in methods of teaching. The explanation is as followed.

**Table. 4.3 Methods**

1	<i>Saya sangat menyukai belajar bahasa inggris,tetapi saya jadi mengantuk karna dosenny datang terlalu lama</i>
2	<i>Mengajarnya terlalu cepat</i>
3	<i>Mengajarnya terlalu cepat.banyak menerangka,saya suka cara belajar yang banyak menulis karena saya suka membaca ulan,dan sering lupa kalau belajar hanya sekedar di terangkan saja.</i>
4	<i>Ketika dosen memberikan example ( contoh soal ) dia memberikan jawaban kurang jelas, apakah jawabannya ,A,B,C, atau D.seharusnya di slidenya di kasih tanda pada optionnya</i>
5	<i>Belum menemukan pengajar yang asik yang bisa mengerjakan dengan mudah,kurangnya ruang belajar yang kondusif</i>
6	<i>Ga mengerti apa yang di bilang dosennya</i>

## Feeling sleepy

Students may feel sleepy since the time spending a lot in listening from the lecturer and having sitting on their own seat. It could also be affected by tiredness. In the research found 9 students who get obstacle in oral discourse. Because they forget some words when they speak among their friends in the class. Even they speak the language in unutterance.

## Grammar

The following data were taken directly from the students in the class. There are 48 data related to the grammar. The data are in the form of the table below.

**Table. 4.4. lack of grammar**

1	<i>Saya kesulitan dalam belajar rumus past tense</i>
2	<i>Dalam penyusunan sedikit berbeda dangan ucapan</i>
3	<i>Harus mengerti grammar terlebih dahulu</i>
4	<i>Membuat kata sambung untuk kalimat</i>
5	<i>Menggabungkan beberapa kalimat pakai sentece</i>

To speak in correct way should base on the rule. Following the rule for the students are challenging enough. A few students get obstacle to speak the structure in their conversation. Even they often use the sentences in disorder form. The writer found 9 students face problem in using the grammar. They often check the grammar in mine when having oral. At this

moment the must stop speaking for several seconds. Then, the researcher found 44 sentences spoke by the students in the dialogues. This happens because they do not speak base on their ways. They think grammar at the time of speaking. Therefore the usage of some sentences and phrases in the conversation get obstacle. To speak out of this difficulties, the students may apply their speaking style first but not thinking the grammatical in mine. The result found by the witer is written in the linguistics obstacle table. In addition, It is obvious then why the students felt that lack ofunderstanding grammatical pattern becomes their obstacle as Harmer (2001) notes. Thisindicates the necessity of grammar in speaking and the necessity of the teacher to teachgrammar explicitly and guarantee that all students understand grammar (Savage et al,2010).

## Vocabulary

The researcher got the data from the students in the class. The data is described in the form of the table.

**Table. 4.5. lack of vocabulary**

1	<i>Masih minimnya kosa kata dalam bahasa inggris sehingga menyulitkan mahasiswa dalam belajar bahasa inggris</i>
2	<i>Kata yang satu dengan yang lainnya karena terlalu banyaknya arti</i>
3	<i>Arti dari kata2 bahasa inggris ,tidak hafal</i>
4	<i>Kurang dalam hal vocabulary</i>
5	<i>Membedakan jenis kata</i>

The limitations of information about word sources. The sources of information aboutwords that are readily available to students – dictionaries, word parts, and context –pose their own problems. Each can be difficult to use, uninformative, or even misleading.one of the causes of students' lack of vocabulary is the limited sources of information about words. Knowledge of vocabulary was the most important frequent cause of misunderstanding or nonunderstanding.

Thus students' lack of vocabulary knowledge hinders their ability tocomprehend or express themselves clearly in English. Students might only look up theirdictionary to find the meaning of difficult words.

When they couldn't find the words in itthey became hesitant to find further about the words (Texas Education Agency (2002);Chen, 2003 as cited in He

and Chen (2010). This condition needs the teachers' attention to encourage students to read or to look up a dictionary and ask them to memorize some words. It is necessary to do because to enable students to communicate well in a foreign language, they should acquire an adequate number of words and should know how to use them accurately (Huyen, 2003). Mastering a lot words in a language can help the students to enjoy the conversation and it smoothly runs well.

**Cognitive (knowledge)**

The fourteen data are taken from the students in the class. The elaboration is as follow.

**Table 4.6. cognitive**

1	<i>Malu untuk mencoba</i>
2	<i>Cepat jenuh susah mengerti</i>
3	<i>Kalo belajar bahasa inggris buat ngantuk</i>
4	<i>Tidak percaya diri.</i>

The students obstacle is problem in grammar and vocabulary. English always deals with reference of time while Indonesian does not have one.

Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

**Psychomotor (skill)**

The data were found by the students in the class. The data are described below in the form of the table.

**Table 4.7 Psychomotor**

1	<i>Dalam mengucapkan/berbicara bahasa inggris</i>
2	<i>Dalam menterjemahkan soal yang berbentuk bahasa ingris</i>
3	<i>Penulisan dan cara bacanya berbeda</i>
4	<i>Kurang bisa mengerti dengan cepat karena tidak banyak</i>
6	<i>Penulisan dengan ucapan atau bacaan berbeda</i>

The students difficult in pronunciation, fluency and comprehension. speaking English is that the environment does not support the

students to speak English frequently. English is an international language. Even technology and working world use English. It is believed that the students want to be the winner in working world competition that is getting tight day by day. One of the conditions that the students must require is having ability to speak English fluently. This skill will be their plus point in facing the working world. From now on, the students have to try hard to overcome their difficulties to speak English fluently

**Affective (attitude)**

The data were taken from the students in the class. The data as follow.

**Table. 4.8 affective**

1	<i>Artinya sulit dimengerti</i>
2	<i>Kebanyakan tidak paham apa yang dimaksud dengan yang harus di pelajari dalam pembelajara bahasa inggris</i>
3	<i>Cara bacanya sulit</i>
4	<i>Kurang yang dalam pengrtian bahasa inggris</i>
5	<i>Kurang yang dalam memahami dalam bahasa inggris</i>
6	<i>Memori pikiran sering low bat</i>

Several students are afraid of doing mistake at the time of speaking as their friends laught at them. Another feels shy and reluctant because he or she do mistake in pronunciation, ungrammatical expression, sometimes must stop for awhile as the vocabulary is very limited.

**Time**

The following data were taken from the students' obstacle that connection with the time. The data are served in the form of the table below.

**Table. 4.9. time**

1	<i>Perlu waktu luang untuk belajar</i>
2	<i>Belum ada waktunya</i>
3	<i>Belajar di jam jam lapar sehingga tidak konsentrasi</i>

In learning process, students need free time. Especially in English, it is very difficult for the student if they do not enjoy the lesson. By means they do not do other things while they are learning or sepacking English. and then the limited time for the students affect the obstacle in English oral discourse.



Based on the description above, the writer found 140 data through the 30 students. And those statements are concluded in the list below.

1. Lecturers are very fast to speak influenced the students confused.
2. The lecturers explain the material very quickly causing the students could not catch the point.
3. The students feel sleepy causing themselves do not know how to start speaking
4. Students feel tired produce the lower spirit to speak
7. The material which is unclear makes the students feel difficult to express their idea
8. Thinking grammar at the time of speaking makes the students lack in speaking.
9. Afraid of doing mistake influenced the students do not want to speak
10. Forgetting the vocabulary influenced the misused the words
11. The discourse obstacle in vocabulary are misused the words, using the wrong words, checking the appropriate words and thinking the words order.
12. The discourse obstacle in grammar are forget the verb forms, thinking the structure, trying remembering the rule.

## Conclusion

To say words, to use the voice, or to have a conversation with someone, in using a language is called speaking. speaking means to be able to talk in a language, in formal situation speaking is to give a formal talk to a group of people. Obstacle in speaking is to speak a language which is sometimes in difficulties moment. Speaking is also a skill taught at university presents the student's ability to express his or her opinions, thoughts and ideas to a particular matter. Practices in speaking are included delivering a speech, doing presentation and follows a debate competition.

In general, difficulties is frequently faced by the everyone who learn English. And the obstacle is often faced by the students who speak in English language especially. it may be found in every single oral discourse interaction. It could be from the lecturers, students, material, grammar usage and vocabulary placement.

In the students' oral obstacle, the writer saw that they are able to speak in English during the class. And after the researcher gets the result, the writer found the different obstacle from

others. Even though they are taking the same major, the same class, the same material and the same lecturer in every semester. English is the subjects are taken everyday, they speak English during the class hours. In fact, the writer found that they have obstacle in oral discourse. This happens because they are influenced by non-linguistics obstacle and linguistics obstacle.

Non-linguistics obstacle is affected by the lecturers, students and material. The lecturers speak very fast make their comprehension in trouble and could not produce words. The students get sleepy as they have been sitting until the present. It seems too long. Other feel tired because they just been back from work from morning to evening and enter the class which lack of strength. This condition makes the student stay in low spirit and get obstacle in conversation. The material which is still unclear makes the students should spend much time to understand the content.

The obstacle in linguistics. It is including grammar and vocabulary. A huge obstacle for the students is the structure usage and the freedom of doing mistake in oral. They still need to know the function of words, the sentences and phrases orders. The vocabulary is the biggest obstacle with the students in Universitas Putera Batam. They are lack in mastering vocabulary, they must stop the oral in the middle of the speech and try to explain it in other words and even speak the words in other language. And also, they forget the words they have ever known, they should check in several seconds and the story is pending in awhile.

Other weakness felt by other students are feeling sleepy, shy, doubt and afraid of being laughed by friends.

Oral discourse can be achieved better if a speaker or students speak the language without any mistake, completely fluent and no considering errors, can make themselves understand and language used which make comprehension is quite clear. the way how to speak effectiveness and appropriateness in English is must practice. Even though learning English for several years, it cannot be determined that a person can have an excellent speaking. To gain this, It needs practice every day, enrich the vocabulary, understand the used of structure and tenses. Even though the students of English get obstacle in oral discourse if he or she focuses on learning one by one of the

English aspects such as speaking , they supported by the lecturer teaching approach and technique in teaching English process, they way to speak without obstacle is theirs.

### **Suggestion**

1. The obstacle in English Oral is a good object to be continued for the further reseachers.
2. It is good to do the research in Espeacially obstacle in oral discourse such as lack of vocabulary and lack of grammar in English
3. This research could be significant for the lecturers as an input to teach students in the class.

## Reference

Carlson, T. B., & Hastie, P. A. (1997). The student social system within sport education. *Journal of Teaching in Physical Education*, 16, 176-195.

Claxton, G. (Ed.). (1996). *Liberating the learner*. New York: Routledge.

Council of the Europe, 2008. The politic of differsty in Europe. Lomdon: Council of Europe Publishing.

Creswell John W. 2009. *Research design*. University of Nebraska-Lincoln: Sage

Kothari C. R., 2004. Research methodology. University of Rajasthan (India) : New age international (P) limited

Larson, A.A., & Silverman, S. (2000). *A description of caring behaviors of four physical education teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

McNergney & C. Keller (Eds.), *Images of mainstreaming: Educating students with disabilities* (pp. 211-212). New York: Garland Publishing.

Negri, Antonio, Reflection of empire. Cambridge: Polity Press, 2008

Powell, Arthur B. and Marilyn Frankenstein. *Ethnomatematic: Challenging*

Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley, CA: University of California Press.

Northen, Charles. *Obstacle to the greater success of common schools*. Boston: William D. Ticknor & Co., 1844

Zimmerman, B. J. (1990). Self regulated learning and academic achievement. *American Educational Research Journal*, 25, 3-17.

# PENGARUH BUDAYA GLOBAL TERHADAP PERKEMBANGAN PENUTUR BAHASA INDONESIA SEBAGAI JATI DIRI BANGSA

Tato Nuryanto. IAIN Syekh Nurjati Cirebon  
[tatonuryanto28@yahoo.com](mailto:tatonuryanto28@yahoo.com)

## Abstrak

Bahasa Indonesia secara perlahan-lahan namun pasti tumbuh dan berkembang terus. Akhir-akhir ini perkembangannya itu menjadi demikian pesatnya sehingga bahasa itu menjelma menjadi bahasa modern, yang kaya akan kosa kata dan mantap dalam struktur. Disadari atau tidak, seiring dengan berjalannya waktu dan pengaruh budaya global, tentu bahasa Indonesia juga mengalami hambatan dalam perkembangan dan penggunaan bagi penuturnya. Bahkan bisa jadi masalah ini menjadi semakin serius apabila tidak ditangani secara baik oleh kita sebagai bangsa yang besar untuk selalu tetap menjaga eksistensinya sebagai jati diri bangsa. Bisa jadi generasi muda dan masyarakat kita masih banyak yang belum tahu tentang kedudukan dan fungsi bahasa Indonesia. Mereka lupa bahwa bahasa Indonesia sebenarnya memiliki fungsi sebagai lambang kebanggaan kebangsaan, identitas nasional, alat perhubungan antarwarga, antardaerah, dan antarbudaya, dan alat yang memungkinkan penyatuan berbagai suku bangsa dengan latar belakang sosial budaya dan bahasanya masing-masing ke dalam kesatuan kebangsaan Indonesia. Dengan demikian, betapa pentingnya bahasa Indonesia untuk selalu kita kembangkan dalam kehidupan berbangsa dan bernegara.

*Kata Kunci : Budaya Global, Penutur Bahasa, Jati Diri Bangsa*

## A. PENDAHULUAN

Apabila kita membicarakan perkembangan bahasa Indonesia sebagai jati diri bangsa, mau tidak mau harus membicarakan bahasa Melayu sebagai sumber atau akar bahasa Indonesia yang sampai saat ini kita pergunakan. Bahasa Indonesia tumbuh dan berkembang dari bahasa Melayu, yang sejak dahulu sudah dipakai sebagai bahasa perantara (*lingua franca*), bukan saja di Kepulauan Nusantara, melainkan juga hampir diseluruh Asia Tenggara.

Terkadang muncul banyak pertanyaan yang bisa kita temui yaitu kapan sebenarnya bahasa Melayu mulai dipergunakan sebagai alat komunikasi? Kita bisa melihat batu bertulis (prasasti) kuno yang ditemukan, seperti (1) Prasasti Kedukan Bukit di Palembang, tahun 683, (2) Prasasti Talang Tuo di Palembang, tahun 684, (3) Prasasti Kota Kapur di Bangka Barat, tahun 686, dan (4) Prasasti Karang Brahi, Bangko, Kabupaten Merangin, Jambi, tahun 688, yang bertulis *Pra-Nagari* dan bahasanya bahasa Melayu Kuno, memberi petunjuk kepada kita bahwa bahasa Melayu dalam bentuk bahasa Melayu Kuno sudah dipakai sebagai alat komunikasi pada zaman Sriwijaya. Prasasti-prasasti yang juga tertulis di dalam bahasa Melayu Kuno terdapat di Jawa Tengah (Prasasti

Gandasuli, tahun 832) dan di Bogor (Prasasti Bogor, tahun 942). Kedua prasasti di Pulau Jawa itu memperkuat pula dugaan kita bahwa bahasa Melayu Kuno pada waktu itu tidak saja dipakai di Pulau Sumatra, tetapi juga dipakai di Pulau Jawa.

Untuk memperkuat pernyataan tersebut di atas, berikut ini dikutipkan sebagian bunyi batu bertulis (Prasasti) Kedukan Bukit.

Swastie syrie syaka warsaatieta 605 ekadasyii syuklapaksa wulan waisyaakha dapunta *hyang* naayik di saamwan mangalap siddhayaatra di *saptamie* syuklapaksa wulan jyestha dapunta *hyang marlapas* dari minanga taamwan ...

(Selamat! Pada tahun syaka 605 hari kesebelas pada masa terang bulan Waisyaakha, tuan kita yang mulia naik di perahu menjemput siddhayaatra. Pada hari ketujuh, pada masa terang bulan Jyestha, tuan kita yang mulia berlepas dari Minanga Taamwan ...)

Jika kita perhatikan secara saksama, ternyata prasasti ini memiliki kata-kata (dicetak dengan huruf miring) yang masih kita kenal sekarang walaupun waktu sudah lebih dari 1.400 tahun.

Melalui petunjuk-petunjuk lainnya, dapatlah kita kemukakan bahwa pada zaman Sriwijaya bahasa Melayu berfungsi sebagai berikut.

1. Bahasa Melayu berfungsi sebagai bahasa kebudayaan, yaitu bahasa buku-buku yang berisi aturan-aturan hidup dan sastra.
2. Bahasa Melayu berfungsi sebagai bahasa perhubungan (*lingua franca*) antarsuku di Indonesia.
3. Bahasa Melayu berfungsi sebagai bahasa perdagangan, terutama di sepanjang pantai, baik bagi suku yang ada di Indonesia maupun bagi pedagang-pedagang yang datang dari luar Indonesia.
4. Bahasa Melayu berfungsi sebagai bahasa resmi kerajaan.

Peristiwa yang lainnya yang terjadi pada tanggal 28 Oktober 1928, para pemuda kita mengikrarkan Sumpah Pemuda. Naskah Putusan Kongres Pemuda Indonesia Tahun 1928 itu berisi tiga butir kebulatan tekad sebagai berikut.

*Pertama: Kami putra dan putri Indonesia mengaku bertumpah darah yang satu, tanah Indonesia.*

*Kedua: Kami putra dan putri Indonesia mengaku berbangsa yang satu, bangsa Indonesia.*

*Ketiga: Kami putra dan putri Indonesia menjunjung bahasa Persatuan, bahasa Indonesia.*

Pernyataan yang pertama adalah *pengakuan* bahwa pulau-pulau yang bertebaran dan lautan yang menghubungkan pulau-pulau yang merupakan wilayah Republik Indonesia sekarang adalah satu kesatuan tumpah darah (tempat kelahiran) yang disebut Tanah Air Indonesia. Pernyataan yang kedua adalah *pengakuan* bahwa manusia-manusia yang menempati bumi Indonesia itu juga merupakan satu kesatuan yang disebut bangsa Indonesia.

Pernyataan yang ketiga tidak merupakan pengakuan “berbahasa satu”, tetapi merupakan *pernyataan tekad kebahasaan* yang menyatakan bahwa kita, bangsa Indonesia, menjunjung tinggi bahasa persatuan, yaitu bahasa Indonesia (Halim, 1983: 2-3).

Dengan diikrarkannya Sumpah Pemuda, resmiah bahasa Melayu, yang sudah dipakai sejak pertengahan Abad VII itu, menjadi bahasa Indonesia.

Dengan demikian, Bahasa Indonesia secara perlahan-lahan namun pasti, tumbuh dan berkembang terus. Akhir-akhir ini perkembangannya itu menjadi demikian pesat sehingga bahasa itu menjelma menjadi bahasa modern, yang kaya akan kosa kata dan mantap dalam struktur. Mudah-mudahan kenyataan ini menjadi kebanggaan bagi kita agar eksistensi dan jati diri bangsa tetap terjaga.

## **B. KEDUDUKAN BAHASA INDONESIA**

Sekedar bahan renungan, bisa jadi kita belum banyak yang tahu bahwa bahasa Indonesia sebenarnya memiliki dua kedudukan penting, yakni sebagai *Bahasa Nasional* dan *Bahasa Negara*. Dalam kedudukannya sebagai Bahasa Nasional yang sumber hukumnya adalah Sumpah Pemuda, 28 Oktober 1928, bahasa Indonesia memiliki fungsi sebagai (1) lambang kebanggaan kebangsaan, (2) lambang identitas nasional, (3) alat perhubungan antarwarga, antardaerah, dan antarbudaya, dan (4) alat yang memungkinkan penyatuan berbagai suku bangsa dengan latar belakang sosial budaya dan bahasanya masing-masing kedalam kesatuan kebangsaan Indonesia.

Begitu juga dalam kedudukannya sebagai Bahasa Negara yang dasar hukumnya adalah UUD 1945, Bab XV, Pasal 36 menyatakan bahwa bahasa negara adalah bahasa Indonesia. Memiliki fungsi sebagai (1) bahasa resmi kenegaraan, (2) bahasa pengantar di dalam dunia pendidikan, (3) alat perhubungan pada tingkat nasional untuk kepentingan perencanaan dan pelaksanaan pembangunan, dan (4) alat

pengembangan kebudayaan, ilmu pengetahuan dan teknologi.

Mari kita coba telusuri lebih jauh tentang kedudukan dan fungsi bahasa Indonesia yang sejak dulu sudah dipakai sebagai bahasa perantara (*lingua franca*). Sebagai lambang kebanggaan kebangsaan, bahasa Indonesia mencerminkan nilai-nilai sosial budaya yang mendasari rasa kebangsaan kita. Atas dasar kebanggaan ini, bahasa Indonesia kita pelihara dan kita kembangkan serta rasa kebanggaan pemakainya senantiasa kita bina.

Sebagai lambang identitas nasional, bahasa Indonesia kita junjung disamping bendera dan lambang negara kita. Di dalam melaksanakan fungsi ini bahasa Indonesia tentulah harus memiliki identitasnya sendiri pula sehingga ia serasi dengan lambang kebangsaan kita yang lain. Bahasa Indonesia dapat memiliki identitasnya apabila masyarakat pemakainya membina dan mengembangkannya sedemikian rupa sehingga bersih dari unsur-unsur bahasa lain.

### **C. FUNGSI BAHASA INDONESIA**

Fungsi bahasa Indonesia dalam kedudukannya sebagai bahasa nasional yaitu sebagai alat perhubungan antarwarga, antardaerah, dan antarsuku bangsa. Berkat adanya bahasa nasional kita dapat berhubungan satu dengan yang lain sedemikian rupa sehingga kesalahpahaman sebagai akibat perbedaan latar belakang sosial budaya dan bahasa tidak perlu dikhawatirkan. Kita dapat bepergian dari pelosok yang satu ke pelosok yang lain di Tanah Air kita dengan hanya memanfaatkan bahasa Indonesia sebagai satu-satunya alat komunikasi.

Fungsi bahasa Indonesia yang keempat dalam kedudukannya sebagai bahasa nasional, adalah sebagai alat yang memungkinkan terlaksananya penyatuan berbagai suku bangsa yang memiliki latar belakang sosial budaya dan bahasa yang berbeda-beda ke dalam satu kesatuan kebangsaan yang bulat. Di dalam hubungan ini, bahasa Indonesia memungkinkan berbagai suku bangsa itu mencapai keserasian hidup sebagai bangsa yang

bersatu dengan tidak perlu meninggalkan identitas kesukuan dan kesetiaan pada nilai-nilai social budaya serta latar belakang bahasa daerah yang bersangkutan. Lebih dari itu, dengan bahasa nasional itu kita dapat meletakkan kepentingan nasional jauh di atas kepentingan daerah atau golongan.

Adapun dalam kedudukannya sebagai bahasa Negara memiliki fungsi yang pertama yaitu sebagai bahasa resmi kenegaraan, bahasa Indonesia dipakai di dalam segala upacara, peristiwa, dan kegiatan kenegaraan baik dalam bentuk lisan maupun dalam bentuk tulisan. Termasuk ke dalam kegiatan-kegiatan itu adalah penulisan dokumen-dokumen dan putusan-putusan serta surat-surat yang dikeluarkan oleh pemerintah dan badan-badan kenegaraan lainnya, serta pidato-pidato kenegaraan.

Fungsi yang kedua di dalam kedudukannya sebagai bahasa negara, bahasa Indonesia merupakan bahasa pengantar di lembaga-lembaga pendidikan mulai Taman Kanak-kanak sampai dengan Perguruan Tinggi di seluruh Indonesia, kecuali di daerah-daerah, seperti daerah Aceh, Batak, Sunda, Cirebon, Jawa, Madura, Bali, dan Makasar yang menggunakan bahasa daerahnya sebagai bahasa pengantar sampai dengan tahun ketiga pendidikan dasar.

Sebagai fungsi yang ketiga di dalam kedudukannya sebagai bahasa negara, bahasa Indonesia sebagai alat perhubungan pada tingkat nasional untuk kepentingan perencanaan dan pelaksanaan pembangunan nasional dan untuk kepentingan pelaksanaan pemerintah. Di dalam hubungan dengan fungsi ini, bahasa Indonesia dipakai bukan saja sebagai alat komunikasi timbale-balik antara pemerintah dan masyarakat luas, dan bukan saja sebagai alat perhubungan antardaerah dan antarsuku, melainkan juga sebagai alat perhubungan di dalam masyarakat yang sama latar belakang sosial budaya dan bahasanya.

Akhirnya, di dalam kedudukannya sebagai bahasa negara, bahasa Indonesia berfungsi sebagai alat pengembangan kebudayaan nasional, ilmu pengetahuan, dan teknologi. Di dalam hubungan ini, bahasa Indonesia adalah satu-satunya alat yang

memungkinkan kita membina dan mengembangkan kebudayaan nasional sedemikian rupa sehingga ia memiliki ciri-ciri dan identitasnya sendiri, yang membedakannya dari kebudayaan daerah. Pada waktu yang sama, bahasa Indonesia kita pergunakan sebagai alat untuk menyatakan nilai-nilai sosial budaya nasional kita. (Moeliono, 1980: 15-31).

Merujuk dari apa yang dijelaskan di atas, sekarang ini fungsi bahasa Indonesia telah pula bertambah besar. Bahasa Indonesia berfungsi sebagai bahasa media massa baik yang cetak maupun yang elektronik, baik yang visual, audio, maupun audio visual harus memakai bahasa Indonesia. Media massa menjadi tumpuan kita dalam menyebarluaskan bahasa Indonesia secara baik dan benar.

Sebagai sumber pemer kaya bahasa daerah, bahasa Indonesia berperan sangat penting. Beberapa kosakata bahasa Indonesia ternyata dapat memperkaya khasanah bahasa daerah, dalam hal bahasa daerah tidak memiliki kata untuk sebuah konsep.

Bahasa Indonesia dapat dipakai juga sebagai alat menyebarluaskan sastra Indonesia. Sastra Indonesia merupakan wahana pemakaian bahasa Indonesia dari segi estetis bahasa sehingga bahasa Indonesia menjadi bahasa yang penting dalam dunia internasional.

#### **D. BAHASA INDONESIA SEBAGAI JATI DIRI BANGSA**

Dengan mengetahui dua kedudukan penting bahasa Indonesia yaitu sebagai bahasa *nasional* dan bahasa *negara* serta begitu banyaknya fungsi yang dimilikinya tersebut, seharusnya bahasa Indonesia dipelajari dan dipahami dengan baik oleh generasi muda (pelajar dan mahasiswa). Kenyataannya dari hasil pengamatan dan penelitian sederhana khususnya di daerah Cirebon dan Jawa Barat pada umumnya didapatkan hasil yang cukup mengagetkan, generasi mudanya sudah mulai menganggap bahasa Indonesia itu ketinggalan zaman dan tidak merasa penting untuk dipelajari dan dipahami lebih dalam.

Melihat kenyataan seperti hal tersebut di atas, maka dapat dipastikan penguasaan bahasa Indonesia pada generasi muda menjadi sangat rendah. Hal ini dapat dibuktikan dan diukur dari kemampuan mereka menggunakan bahasa Indonesia baik secara lisan maupun tulisan dalam aktivitas sehari-harinya. Hasil penilaian akademis maupun penilaian dalam Ujian Nasional-pun hasilnya belum menggembirakan. Ironisnya, justru bahasa Inggrislah yang dianggap lebih penting sehingga mereka sangat serius mempelajari dan menguasainya dengan baik. Tidak salah memang hal itu terjadi karena bahasa Inggris merupakan bahasa Internasional. Tetapi sebagai pengajar bahasa Indonesia, penulis merasa prihatin melihat kenyataan seperti ini.

Patut kita sadari, belajar bahasa itu tidak hanya belajar bahasa sebagai alat komunikasi, bahkan bisa lebih dari itu. Belajar bahasa itu sebenarnya sekaligus juga berarti belajar budaya. Jika demikian halnya, belajar bahasa itu erat kaitannya dengan internalisasi nilai-nilai budaya.

Sekelumit dari sebuah contoh yang kecil, mereka lebih suka mempelajari dan menggunakan bahasa asing dibandingkan dengan bahasa kita sendiri, maka tidak menutup kemungkinan mereka juga lebih suka menginternalisasikan nilai-nilai budaya asing tersebut. Bisa dibayangkan dampak apa yang akan terjadi akibat dari penggunaan bahasa asing tersebut.

Idealnya belajar bahasa itu harus bersifat gradasional. Artinya pembelajaran bahasa itu dilakukan sesuai dengan gradasinya, mereka diajarkan mulai dari bahasa ibu (*mother language*), yakni bahasa daerah, bahasa Indonesia, dan baru belajar bahasa asing (Inggris). Melalui usaha seperti ini, mereka dengan sendirinya memiliki landasan yang kuat pada bahasa daerah dan bahasa Indonesia sebelum lebih jauh melangkah belajar bahasa Inggris sebagai bahasa global.

Belum selesai kita dihadapkan pada persoalan menurunnya bahasa Indonesia sebagai *lingua franca* sudah ditambah persoalan baru, apa itu ? Bahasa daerah pun akhir-akhir ini terutama di daerah Jawa Barat penggunaan bahasa daerahnya

semakin menurun dan dikhawatirkan akan semakin ditinggalkan oleh masyarakat penuturnya. Hal tersebut ditandai dengan sudah semakin sedikitnya masyarakat Jawa Barat yang menggunakan bahasa daerah dalam komunikasi sehari-hari.

Kepala Dinas Pariwisata dan Kebudayaan Jawa Barat Nunung Sobari mengungkapkan, semakin berkurangnya masyarakat menggunakan bahasa daerah, kian hari kian mengkhawatirkan. “ Di Jawa Barat ini setidaknya ada tiga bahasa daerah yang digunakan, yaitu bahasa *Sunda*, bahasa *Melayu Betawi*, dan bahasa *Jawa Ora* atau *Jawa Cirebonan*. Sekarang ini, penggunaan tiga bahasa tersebut semakin ditinggalkan masyarakat,” ujar Nunung Sobari didampingi Kepala Bidang Kebudayaan, Wahyu Iskandar, Sabtu (31/1/2015) Harian Umum *Pikiran Rakyat*.

Dikatakan Nunung, ada sejumlah kendala ataupun permasalahan dalam pengembangan bahasa daerah di hampir semua provinsi di Indonesia. Prioritas penggunaan bahasa asing (Inggris) dan bahasa nasional (Indonesia), dan karena hanya penggunaan bahasa daerah sebagai muatan lokal atau pelajaran tidak diutamakan di sekolah, maka membuat bahasa daerah tersebut semakin tersisihkan.

“Selama ini, bahasa Sunda, ataupun bahasa Melayu Betawi dan Jawa Cirebon lebih difokuskan sebagai mata pelajaran bersifat muatan lokal. Padahal, karena sifatnya sebagai alat komunikasi, seharusnya bahasa daerah dijadikan sebagai bahasa pengantar dalam aktivitas pembelajaran,” ujar Nunung.

Oleh karena itu, Nunung menyarankan agar ada upaya bagaimana mengajarkan bahasa daerah dengan cara yang menarik, disukai dan tidak kaku. Jangan sampai bahasa daerah ini semakin lama semakin sulit diaplikasikan oleh para siswa, untuk menumbuhkan dan merangsang minat generasi muda terhadap bahasa daerah, serta melaksanakan amanat Peraturan Daerah Nomor 14 Tahun 2014, tentang Pemeliharaan Bahasa, Sastra, dan Aksara Daerah.

Dalam hal ini, bukan hanya bahasa daerah saja yang perlu mendapat perhatian,

bahasa Indonesia pun selayaknya harus sudah mendapat perhatian penuh agar tetap selalu menjadi kebanggaan bangsa Indonesia. Jati diri atau identitas suatu komunitas dapat dibentuk oleh bahasanya dalam proses interaksi antara bahasa dan konteks sosial yang berlangsung dalam evolusi. Melalui pengertian ini, bahasa adalah jati diri suatu bangsa. Jika satu bahasa lenyap atau musnah, sejalan dengan pemikiran Thornborrow (2007: 171), musnahlah khazanah ideologi, budaya dan situasi dalam bahasa itu dan sekaligus musnahlah identitas atau jati diri penutur bahasa itu.

Perlu diketahui bahwa Negara Indonesia memiliki 746 bahasa daerah . Jika bahasa daerah tersebut sedikit demi sedikit ditinggalkan oleh para penuturnya akan dapat dipastikan ikut punah jati diri dan identitas suatu daerah. Hal ini tentunya juga berdampak negatif pada perkembangan bahasa nasional kita sebagai *lingua franca*. Kita harus mampu mempertahankan dan mengembangkan bahasa daerah dan bahasa nasional (Indonesia) . Mau tidak mau harus ada keberanian pemerintah dan masyarakat untuk mengadakan berbagai upaya, agar bahasa yang kita miliki tetap lestari dan dicintai oleh para penuturnya. Kita memang negara yang besar serta memiliki sejarah yang panjang tentang perkembangan bahasanya, sebagaimana Penulis telah menguraikan sebelumnya.

Penulis sangat menyadari betapa kuatnya desakan arus globalisasi dan semakin meningkatnya ilmu pengetahuan dan teknologi, mau tidak mau kita juga harus mengikuti dan menyiapkan diri untuk lebih giat dalam menyikapinya, termasuk menyikapi bagaimana seharusnya bangsa Indonesia ini mempertahankan eksistensi dan jati diri bangsa melalui penggunaan bahasa Indonesia dengan baik dan benar tentunya. Tidak bosan dan pantang menyerah untuk mengajak dan menyerukan dalam setiap kesempatan agar penutur bahasa Indonesia semakin bangga dengan bahasanya.

Pengaruh budaya global dan perkembangan teknologi yang tidak bisa kita hindari dewasa ini berdampak pada sebagian



orang Indonesia mengalami krisis bahasa. Karena bahasa adalah identitas dan jati diri maka krisis bahasa juga berarti krisis identitas dan jati diri. Kenyataannya menunjukkan bahwa bangsa Indonesia sedang demam atau 'gila' bahasa asing, khususnya bahasa Inggris. Hal ini semata-mata karena sebuah 'gengsi' ketakutan terhadap 'berhala' globalisasi.

Hasil pengamatan sederhana, ada anggapan masyarakat bahwa satu-satunya jalan untuk selamat dari lindasan globalisasi yaitu harus menguasai bahasa Inggris. Bahkan, bahasa Inggris memiliki nilai jual yang tinggi dibanding bahasa Pribumi (Indonesia) terutama dalam tatanan wibawa sosial dan ekonomi. Berbagai merek dagang, spanduk, nama sebuah hotel, nama perusahaan, tempat-tempat penting, bahkan iklan layanan umum, kebanyakan sudah tercemar atau bercampur dengan bahasa asing, khususnya bahasa Inggris.

Sekedar mengingatkan diri kita pada sebuah kenyataan, beberapa sekolah waktu itu, khususnya di sekolah yang berada di kota-kota besar seperti Jakarta, Surabaya, dan Kota Medan menyatakan diri sebagai sekolah Internasional dengan bahasa pengantar dalam pembelajarannya menggunakan bahasa Inggris.

Penggunaan bahasa asing secara tidak proporsional, berkurangnya penutur bahasa Indonesia, serta semakin ditinggalkannya bahasa daerah, termasuk ada usaha pengambilan aset budaya kita oleh beberapa negara tetangga menjadi fakta bahwa bangsa ini sedang mengalami krisis jati diri sebagai suatu bangsa. Hal ini bisa jadi karena ketidaktahuan kita terhadap kedudukan dan fungsi bahasa dalam kehidupan berbangsa dan bernegara, serta kualitas hidup yang rendah.

## **E. KESIMPULAN**

Jati diri dan identitas suatu bangsa patut kita jaga dan pertahankan bersama apapun risikonya. Salah satunya yaitu tetap menjaga, mengembangkan, dan mempertahankan kedudukan dan fungsi

bahasa Indonesia sebagaimana tercantum dalam UUD 1945.

Pemerintah sebenarnya sudah melakukan berbagai upaya serius agar pemakaian bahasa Indonesia secara baik dan benar disetiap kegiatan sehari-hari terus digalakan, ini wujud komitmen pemerintah yang menegaskan bahwa bahasa Indonesia memiliki kedudukan sebagai bahasa nasional dan sebagai bahasa negara.

Tulisan yang serupa dan sependapat ini pasti sudah berulang kali kita baca di berbagai media, maka perlu mendapat apresiasi agar para penulis yang memiliki ide atau gagasan serupa untuk tidak bosan menyuarakan isi hatinya demi tegak dan jayanya bahasa kita.

Besar harapan, semakin banyak yang menulis dan membaca tentu akan semakin banyak yang memperhatikan, dan kalau makin banyak yang memperhatikan tentu makin banyak yang mengerti dan memahami. Perlahan namun pasti, karena semakin banyak yang memahami maka akan timbul niatan untuk semakin mencintai dan memiliki kebanggaan tersendiri. Bangga terhadap bahasa dan budayanya sendiri sebagai wujud identitas dan jati diri sebuah bangsa.

## Referensi

Alwi, Hasan, Soejono Dardjowidjojo, Hans Lapoliwa, Anton M. Moeliono. 1998.  
*Tata Bahasa Baku Bahasa Indonesia*.  
Edisi Ketiga. Jakarta: Balai Pustaka.

Arifin, E. Zaenal dan S. Amran Tasai. 2010.  
*Cermat Berbahasa Indonesia*.  
Jakarta : Akademika Pressindo.

Badudu, J.S. 1975. *Pelik-Pelik Bahasa Indonesia*. Cetakan IX. Bandung :  
Pustaka Prima.

Depdiknas. 2006. “*Acuan Pembelajaran Mata Kuliah Pengembangan Kepribadian Bahasa Indonesia*.”  
Yogyakarta : Seminar Nasional Dosen Bahasa Indonesia.

Halim, Amran. (Editor). 1976. *Politik Bahasa Nasional 2*. Jakarta : Pusat  
Pembinaan dan Pengembangan Bahasa.

..... 1983. *Pembinaan Bahasa Indonesia*.  
Jakarta : Pusat Pembinaan dan Pengembangan Bahasa.

Keraf, Gorys. 1980. *Komposisi*. Ende-Flores : Nusa Indah.

Moeliono, Anton M. 1980. “Bahasa Indonesia dan Ragam-Ragamnya: Sebuah Pengajaran.” Dalam Majalah *Pembinaan Bahasa Indonesia*. Jilid I. Jakarta:  
Bharatara.

Situmorang, B.P. 1982. *Bahasa Indonesia : Sebagai Bahan Kuliah Dasar untuk Perguruan Tinggi*. Cetakan I. Ende Flores : Nusa Indah



# THE EFFECT OF COMMUNITY LANGUAGE LEARNING (CLL) TOWARD STUDENTS SPEAKING ABILITY FOR THE ELEVENTH GRADE STUDENTS OF SMK TELADAN BATAM

Windaevyanto, Universitas Putera Batam  
[winda731016@yahoo.com](mailto:winda731016@yahoo.com),

## Abstract

*Most students in Indonesia do not like English. They get difficulties, boredom and confusing in learning it. English teacher should be able to motivate the learners in learning this foreign language. Harmer (1993: 3) states the motivation means a kind of drive that encourages somebody to pursue a course action. It should be done by every English teacher in order that the students are interested in learning this language. English teacher must be able to manage the teaching by using certain method in the teaching-learning process, so that the students will like (the process). Community Language Learning (CLL) as one kind of method in language learning, "The learners become members of a community – their fellow learners and the teacher to learn through interaction with members of the community. Learning is not viewed as an individual accomplishment but as something that is achieved collaboratively. Learners are expected to listen attentively to the teacher, to freely provide meanings they wish to express, to repeat target utterance without hesitation, to support fellow members of the community.*

Keywords: Speaking, Community, Interaction

## 1. INTRODUCTION

There are many languages used as a means of communication by people all over the world. One of them is English, it has a role as an international language. It is known as the first foreign language taught in Indonesia. It is started from Elementary School up to University, because it is important for developing the science.

Many students in Indonesia do not like English. They get difficulties, boredom and confusing in learning it. English teacher should be able to motivate the learners in learning this foreign language. Harmer (1993: states that the motivation or drive of spirit that a person to pursue the action . Such encouragement shall be done by the teacher of English so that students interested in learning English. English teachers must be able to manage learning by using certain methods in the teaching-learning process , so that students will love without tedious and desperate

Community Language Learning ( CLL ) is a type of method in learning the language , " students are members of the community who are partners of students and teachers to learn through through interaction with members of the community. Learning is not regarded as an individual achievement but as something accomplished together . learners are expected to listen attentively to what is in talking about a teacher , that teacher tells freely what is desired in accordance with the targets to be achieved , to report deep inner feelings of frustrations as well as joy and pleasure, and to become counselors to other learners" Curan in Richard, at.all, (1986: 120).

In learning English there are four skills which are necessary to be mastered by the learners. Those skills are listening, speaking, reading and writing. Referring to the title, the writer limits the explanation to the speaking. Speaking skill is very important skill that must be mastered by every language learners, because one is called mastering a

language when he/she is able to communicate the language they learn. In order to master this skill, a teacher as an educator has to use a good method in teaching learning process. In this case, the researcher concerns to "the effectiveness of CLL toward students' speaking ability for the eleven year students of SMK Teladan Batam" because CLL has not been practiced in the field by most English teachers.

## Statement of Problem

Based on the background of the research, the research are :To what extent is the achievement of the speaking ability for the eleven year students of SMK TeladanBatam in the school year 2014 / 2015 ?, To what extent is the effect of CLL towards students' speaking ability for the eleven year students of SMK TeladanBatam in the school year 2014?

## Objective of the research

Based on the research statement, this particular study aimed at finding out:

The achievement of the speaking ability for the eleven year students .andThe effectiveness of CLL toward students speaking ability for the eight years students of SMK TeladanBatam in the school year 2014 / 2015

## II. Review Of Related Iterature

### Brief Account on Language Teaching-Learning in CLL Theory

In presenting this sub heading, the writer need to elaborate the theory of language as follows: "Language is a systematic means of communicating ideas or feeling by the use of conventionalized sign, sounds, gestures, or marks having understood meaning" Webster in Munawar, (2002: 1). People all over the world used language as a means of communication. It is one of the ways of how to express the ideas, feeling and wishes. So, language can be expressed not only by words but also by signs and gestures.From the above illustration that language

is speech, which has its own roles and is used to transfer meaning between individuals. It seems that language gave impetus to the coming up of behavior approach on language teaching, then language teaching emphasis on linguistic system of the target language. So, master on language learning was measured on how well the learners mastery the rules of the target language.

Richard (1986: 12) stated that the teaching of language in the sixteenth to the early of nineteenth century was greatly oriented on the teaching of grammatical points of the language. The teaching activity was dominated by the activity of translating sentences into target language. Therefore, some methods have their own fundamental purpose that is to enable the learners to use target language communicatively, but as they were expanded from different view on language, they had different characteristics, grammar translation method, for instance give more emphasis on the linguistic system of the language, based on the structural view of language which seen language as a system structurally related to elements for coding of meaning, while Community Language Learning (CLL) is based on the view that language is vehicle for realization of interpersonal relation and performance of social transaction between individuals. Then, "the CLL view of learning is contracted with two other types of learning. The first is relative learning viewed that "the intellectual and factual process alone are regarded as that main intent of learning, to the neglect of engagement and involvement of the self". The second is the behavioral view as "animal learning" in which learners are "passive" and their involvement limited". Curran (in Richard, et al, 1986: 117)

### Concept of CLL

The community language learning is the name of a method which is oriented on humanistic approach. Another term of Community Language Learning is counseling learning where it is a non-direct therapies approach which is designed to ease the learners in acquiring the target language. In accordance with the statement above, the writer particularly needs to formulate the example of community language learning takes place in the classroom. A group of learners sit in a circle with the teacher standing outside of the circle, and a student whispers a message in the native language (L1); next, the teacher translates the message of the learners into the foreign language (L2), while, the student repeats the messages in the foreign language into a cassette; students compose further messages in the foreign language with teacher's help; so students reflect about their feelings and wishes. It means that the client-counselor in psychological counseling have relationship between the learner-knower in community language learning. Furthermore, community language learning represents the use of counseling-learning theory to teach languages.

### Design of CLL

types of learning and teaching activity, here community language learning involves learning task and activities take place in learning and teaching process as follows:

1. Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into the target language, and the learner repeats the teacher's translation.
2. Group work. Learners may engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to other group. Preparing a story that will be presented to the teacher and the rest of the class.
3. Recording. Students record conversations in the target language.
4. Transcription. Students transcribe utterances and conversation they have recorded for practice and analysis of linguistic forms.
5. Analysis. Students analyze and study transcriptions of target language sentence in order to focus on particular lexical usage or on the application of particular grammar rules.
6. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.
7. Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.
8. Free conversation. Students engage in free conversation with the teacher or with other learners.

### Learner Roles

In community language learning, the learner roles as the part of community, their fellow learners and the teacher through interacting with each other and the member of the community. Learners are expected to listen attentively what the counselor advises, provides them a chance freely whatever the meanings they wish to express, to repeat target utterance without hesitation, to report deep inner feelings and frustrations and to become counselors to other learner. Meanwhile, Laforge (in Richard, 1986: 121) stated that there are five stages of Community Language Learning as follows:

1. The learner is like an infant that completely dependent on the counselor for linguistic content. Here the learner repeats utterances made by the teachers in target language and overhears the interchanges between other learners and knower.
2. The child achieves a measure of independence from the parents. In this stage, the learner begins to establish their own self affirmation and dependence by using simple expressions and phrases they have previously heard.
3. The separate existence stage. In this stage, the learners begin to understand others directly in the target language.
4. A kind of adolescence. In this stage, the learner function independently although his or her knowledge of the foreign language is still rudimentary.

- The independent stage. This last stage explained the learners refine their understanding of register of the vocabulary as well as grammatically correct language use.

Furthermore, learning is a whole person process and the learner at each stage is involved not only in the accomplishment of cognitive (language learning) but also in the solution of affective conflicts and respect for the enactment of values.

### Teacher Roles

In teaching learning activity, the teachers have significant roles to capture all the learners' problem and then to solve it well. The teacher (counselor) role is to respond calmly and non-judgmentally, in a supportive manner and help the client try to understand his or her problems better by the applying order and analysis to them. Concerning with the statement above, Richard, (1976: 26) stated that "one of functions of the counseling response is to relate affect....to cognition. Understanding the language of 'feeling', the counselor replies in the language of cognition"

In the teacher role, he/she operates in supportive roles and providing the target language translation and imitation on request of the clients. Later, interaction may be initiated by the students and the teacher monitors the learners' utterances, providing assistance when it is requested. So, the students are to be increasingly capable to accept the criticism and the teacher may directly intervene to correct deviants' utterances, supply idioms and advice on usage of words as well as well usage of grammar.

The rest of the teacher role is particularly responsible for providing safe environment where the students (clients) can learn and grow. To support the above statement, Curran in Richard (1976: 6) describes the importance of a safe environment as follows;

As whole persons, we seem to learn best in an atmosphere of personal security, feeling secure we are freed to approach the learning situation with the attitude of willing openness. Both the learner's and knower's level of security determine the psychological tone of the entire learning experience. Furthermore, teacher have responsibility for creating and maintaining a secure environment to learn in order that the learners can easier to capture knowledge and information given by the teacher during the teaching learning process take place.

### Speaking Ability

Speaking ability consists of two words; speaking and ability. "Speaking is the capability to articulate the sound expressing and delivering thought, opinion, and wish". Tarigan, (1985: 21). In daily life, speaking is an activity to express thought and feeling orally. It means that, speaking is as the fundamental media to convey messages, knowledge, emotions, feelings, ideas and opinions directly to the others. So, speaking is activity delivering language and communicating ideas, thought orally.

Meanwhile, ability is a power in doing something. Fitness for ability for being improved

Hornby, (1968: 78). This ability is very potential capacity to do something physically or mentally. Therefore, speaking and ability cannot be separated. It is a unity. Furthermore, speaking ability is the capability of human to speak well and right in delivering a message, a wishes, a thought and an opinion.

### The Aspect of Speaking Ability

The process of speaking ability used to speak well and right is as what Haryanto (1994: 26) says that "A well speaking must be able to deliver right message and can be understood, familiar, by others or the listeners". Referring to the aspect of ability, Tarigan (1985: 42) states that "speaking activity may viewed from appropriateness of utterance, placement of stress, appropriateness of word choice, appropriateness of speaking target". While, Nurhadi (1987: 23) says that "the aspect of speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension"

Base on the above opinions, it can be said that aspect of speaking ability is determined by utterance, vocabulary, grammar, content, fluency, comprehension, the appropriate of words choice, familiar, and placement of stress. However, not all of them will described below, but to focus on the problem, the writer limits on the aspects of utterance, vocabulary, grammar and content, and meaning as follow;

#### 1. The Utterance Ability

The utterance ability is one of the important skills in order that the message is acceptable. So, the message must utter clearly. Referring to this statement, Tarigan (1985: 55) says that "the speaking process through discussion, briefing, argumentation, chatting, interview, asking and answering, to utter clearly since the expression of thought which is delivered to audience can be understood. Furthermore, as a good speaker should be able to choose and use words through appropriate sentence, a good intonation and as well as clearly utterance.

#### 2. Vocabulary

Vocabulary can not separate with the words, it can be a messages or an idea. This idea (message) has to convey it through speaking, whereas speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lots in order that the communication is developed. Also, the speaker does not merely interact without having a lot of vocabulary. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener.

#### 3. Grammar

Every language has difference grammar. "Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence" Keraf, (1991: 28). Keraf (1991: 30) states that, "the smallest unit which occurred from sounds, which distinguishing meaning is called grammar". The expression of appropriate

sound is almost determined to comprehend the speaking. It means that speaking must have sentence structure called grammar, while, the grammar includes phonology, morphology, syntax and semantics. The definition of some terms above will not be stated because it belongs to the linguistic area. Furthermore, well usage grammar will prevent misunderstanding.

#### 4. Content and Meaning

Content and meaning are important in the speaking process. So, the speaker should plan or prepare content before expressing his/her ideas. Dealing with this statement, Tarigan (1985: 45) states that; "the content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about". The content of speaking must be systematic, logical and attractive. So, it can be said that the speaking process where the speaker must be able to speak systematically, logically and attractively in order for the listener to understand what the speaker is meant.

#### **The Factor of Speaking Ability**

Speaking ability constitutes one of the language skills which is derived from the learning result. In general, there are two factors of the effect in the learning process and learning result namely; internal and external factor. Hasanah in Cahyono (1997: 2) expresses two factors in the following;

#### **Internal Factor**

Internal factor is an element that affects the learning process where this element exists on the learner and it is called entering behavior. There are some components of internal factor such as; (1) physical factor, (2) intelligence factor, (3) emotional factor, and (4) talent. Purwanto, (1985: 35)

##### 1. Physical factor

Physical condition of people may affect in most of his/her activities. For example, fat body may need longer movement than thin body. It means that, physical condition has a very important role to capture knowledge and information. It is a place where the knowledge and information is processed. If the physical condition is in compliance, it can not receive knowledge and convey it to the others.

##### 2. Intelligence factor

Intelligence constitutes a unique characteristic possessed by people. It is already existing since the infant was born. However, in its development it can not be out from environment because it is one of the factors to shape the intelligence itself. For example, even the students have big potency, but if there is not any supports from his/her environment, the student intelligence is not maximum. It is in line with the above statement, it means that the development of person is determined by the characteristic factors to the person itself, so that this factor has important roles in the development of their speaking ability.

##### 3. Emotional factor

The happiness, safety and fear are kinds of emotions. It can give effect to his/her activities in the learning process. The students can do everything

enthusiastically as long as he/she feels happy and safe. So, the emotion of the learner is very influential.

#### **External Factor**

External factor constitutes a factor that comes from outside of the learner. Referring to this problem, Paiman (1997: 249) states that "the factors that come from outside of learner are non-social factor and social factor".

##### 1. Non-social factor

Non-social factor consists of weather, times including morning, afternoon or night, condition of building and instruments used for learning. Those factors are very determined in the learning and teaching process.

##### 2. Social factor

Social factor is things accepted or acquired from the community particularly in the family environment. Purwanto, (1987: 78). In this case, social development is very complex and related to each other. Most of students learn from out of school, he/she can acquire many things of how behaviors are shaped, how relationship is built up and how to know each other among the others. So, the social factor is the most important factor which determines the development of the learners in terms of behavior, relationship among the others.

#### **CLL in the teaching of Speaking Ability**

There are two factors that support CLL in the teaching-learning process, namely student factor and the teacher factor.

#### **The Student Factor**

##### 1. Size of class

Generally, Indonesia has big classes not only from the Elementary School but also until to the University. But the sample of this study is Vocational High School that has at least forty students in number. Sometimes it causes a great problem, especially in teaching a foreign language. For instance, when the speaking ability is to be emphasized, the number of students undergoing the instruction is given and needs a special attention; otherwise the teacher will fail in his teaching.

The teacher does the main step in teaching English speaking practice to his/her students. The class is divided into two groups. The first group is given an exercise in spoken English at the same time; the second group is given written an exercise on some pattern. Therefore, the second group must pay attention to the pattern which is repeated by the first group.

##### Composition of class

What the writer means by the composition of class is how the class is made up. The students may be included of these categories; (1) those who learn a language easily. These students have a natural

aptitude towards the language. They have talent for learning a language, (2) those of high intelligence who make efforts in speech but respond well to the intellectual sides of the language, (3) those who have little intuition and must be stimulated by using medias, (4) those who have a tendency of wrote mastery, (5) those who don't respond to ordinary stimulate and need individual attention.

These levels intelligence are in influential on every subject, particularly foreign language learning. In relation to class composition, Morris (1966: 542) stated that, "in school teaching, harmonious progress depends greatly on the composition of class, while this factor is applicable to every subject. It is particularly decisive in foreign language teaching, where speech is major aim."

### 3. Attitude

The students may have a bad attitude towards the teacher as well as the subjects. The student who is very weak, for instance, in English is very reluctant to learn subject. The students may feel excited, happy, confident and adequate or he may feel bored, frustrated, angry and inadequate. For instance, when he gets confused in pattern drill, he may feel frustrated, after having repeated the same sentence a number of items, he may get bored, but when he can express his ideas correctly in English with his fellow students, he may feel excites. He may feel angry and inadequate his mind this way, "English is difficult because it is too difficult to me, I don't like it, I'm tired of learning it"

On the contrary, the students who experienced excitement during a conversation class, for instance, may express his feeling this way. "I enjoy learning English because it is easy for me...I can communicate with my pen pals in another country in English". Then consequently, the students' activity participates in every activities of English class.

### 4. Discipline

As defined by Hornby (1986: 77) stated that "Discipline is the exercise development and control of the main and character, intended to produce obedience and orderly behavior".

Teacher ought to make efforts to create a discipline atmosphere by trying to make situation so interesting, where the students have no tendency to do any other activities. So, the students are under the control of the teacher for the beginning of good discipline. The most important thing is the teacher should have the ability to give interest in his subjects. He must capable to create a favorable situation.

### The Teacher Factor

A teacher plays very important role because he is one of the factors that may determine whether or not the teaching of language is successful. A teacher should have a lots of practical training, related to the materials is given, because it can make student have interests and understand well. While, the teacher who has high degree qualifications may give successful in the practical things. Morris (1966: 32) suggested qualifications the teacher should have: (1) general pedagogical training for the purpose of inculcating

good working habits, (2) special training in the theory and practice language habits, (3) the possession of a good speaking and reading voice, (4) good hand writing in the script and cursive lettering, (5) ability to sketch.

A qualified teacher should be able to use any method and materials, adapting it as the need for teaching learning process. For instance, if the teacher sees that the dialogues in the textbook are too long to be memorized by the students, he makes alternations concerning with the sentences of the dialogues. And if the dialogues are not in the line with the propose of his teaching he may have dialogues from other source composed by himself. To prove that the teacher is the most important factor in teaching a foreign language or speaking, the writer quoted what Dr. Jan Carnel Tan in Rahman (2006: 17) stated that; To achieve any improvement it is essential to have better teachers. He cannot assume that pupil will learn what their teachers never master. One quality of a good teacher is the ability to teach from any good book or bad or even with no book at all. The teacher on other hand can destroy or distort what even merits a good book may have"

Regarding to the teacher as one of the main factors determines the successful of the teaching foreign language. Patteson in Rahman (2006: 17) stated that: "in decided and my colleges have always been completely with on this, which was most necessary to improve the standard of English every where, was simply better teacher". In addition to the qualification of a good English teacher mentioned above, an English teacher must have a good attitude toward his students. Of course, the learning atmosphere will affectively successful. But, in whatever condition, a teacher of English must be able to overcome inferable situations; otherwise his teaching may result in a failure.

### Theoretical Framework

In determining theoretical framework, the writer thinks based on the students' problem in studying English. In teaching learning process, especially in English, many problems and activities faced by the students and the teachers. But, the successful of the students in studying English are mostly determined by themselves inside and outside of the school.

Other problems of face by students are strange to the materials, confuse and uninterested situation when teaching learning process in the classroom. So the teacher's duty is of how to develop the student's interest in studying English especially in speaking, because speaking is one of language components that have function to express feelings, opinions, ideas, and emotions. And through CLL as one of the methods can facilitated to teach speaking and it can be able to overcome the failure of students in studying it.

Therefore, the writer thinks that by investigating community language learning in teaching learning process will carry out the teaching learning better,



and the achievement of students will be increased especially in speaking ability.

### III. RESEARCH METHODOLOGY

#### Research Design

This study was an experimental research, since it described the quantitative degree in which variables were related. It was also reasonable that the writer intended to examine the cause and effect between two variables, community language learning (CLL) and speaking ability. According to Hadi (1988: 56), that an experimental study is one of the precise methods to examine the cause and effect. In this study, the writer prepared or set up community language learning toward speaking ability, for the students who would be examined to answer speaking test. The idea was concerned with the statement of Arikunto (1998: 67) that by using an experimental design, the examiner intentionally revised appearance of the difference and then it was examined how the result was.

This study tried to describe the effect of treatment of two distinctions, community language learning (CLL) and speaking ability thus, the research design was pre-test and post-test. Therefore, the design was called a pre-test and post-test control group design. The research design was adopted from Ary, et.al (2002: 308) as follows:

Group	Pre-test	Independent variable	Post-test
E	Y <sub>1</sub>	X	Y <sub>2</sub>
C	Y <sub>1</sub>	-	Y <sub>2</sub>

Notes:

E = experimental group

C = control group

Y<sub>1</sub> = pre-test

X = treatment on the experiment group

Y<sub>2</sub> = post-test

This research design presented several characteristics; (1) it had two groups of experimental subjects or treatment group and control group; (2) the two groups compared with respect two measurements of observation on the dependent variable; (3) both groups have been measured twice, the first measurement serve as the pre-test and the second as the post-test; (4) measurement on the dependent variable for both groups had be done at the same time with the same test; and (5) the experimental group manipulated with particular treatment.

#### Place of the Research

The place of this research is in Vocational High School Teladanbatam, that location in [Jl. BrigjenKatamso, TanjungUncang](#), Batam.

#### Population and Sample

##### Population of the Research

Population is the number of people or individual that has at least the same characteristics

Hadi, (1984 : 21). In this study, the population of the research included all eleven year students of the SMK TeladanBatam in the school year 2014 / 2015 . They were four classes and consisted of 160 students. The students were still actively learning English as one of the compulsory subject.

##### Sample

Suharsimi (1987 : 24) stated that if the subject is less than one hundred it is better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more that it.

The number of accessible population of the research was 160 students. The writer took 25%, and only took 40 as the sample of the research . The sample took randomly from the population. First, each of the four classes had been taken by using lottery and than from the result of the calculation of the four classes sample was drawn. This means that X<sup>A</sup> consisted of 10 students, X<sup>B</sup> consisted of 10 students, X<sup>C</sup> consisted of 10 students, X<sup>D</sup> consisted of 10 students and all of the students were the subject of the research that was 40 students had been taken as the sample of study. To be clearer, population and sample was listed in the following table.

**Table 3.1. The population and sample of the research**

Classes	Population	Sample
X <sup>A</sup>	40 students	10 students
X <sup>B</sup>	40 Students	10 students
X <sup>C</sup>	40 Students	10 students
X <sup>D</sup>	40 Students	10 students

##### Technique of Data Collection

The data of the research were obtained by using a type of test, which used speaking test. In order to get data, the writer administrated the way to collect data as follows: (1) the writer spread out the picture comprehension test to each subject, (2) asking each students about the picture on the test to know their speaking achievement, The were two kinds of data collection gathered in this study, quantitative and qualitative data. The quantitative data showed the finding of students' ability in speaking in the form of mean score taken from pre-test and post-test while the qualitative data is the data taken from questionnaires.

The process in collecting data were collected by using initial reflection (pre-test), reflection (post-test), and questionnaires. Firstly, before teaching was carried out, the students were given pre-test. This was conducted in order to find the Initial Reflection as well as to measure the pre-existing students' speaking ability. Secondly, in the post-test or Reflection the students were given spoken test in questionnaire was used. The students were asked to choose their own answer based on their opinions while the students were answering the test, their answer was recorded. The writer interrupted or asked the subject if their answers are not related to the test

given. Before answering the question, the subjects were given 15 minutes to study the picture and answered in 10 minutes.

### Technique of Data Analysis

After gathering the data, the research continued to the next step of analyzing the data. In data analysis, the writer used descriptive method. It means that after identifying each of the students writing. The research described the samples that have excellent, good, fairly good and terrible. Later, the result of this study leads the research to take conclusion.

### Regarding the score and for the sake of data analysis

Four main elements for writing skill are scored, namely, grammar, vocabulary, and mechanic and the last is fluency and relevance. The writer herself under the guidance of her first and second consultant scores them. Moreover to identify the individual sample writing raw score, the writer uses the following formula:

$$X = \frac{X_1 + X_2 + X_3 + X_4}{4}$$

Where:

- $X_1$  = Grammar
- $X_2$  = Vocabulary
- $X_3$  = Mechanics
- $X_4$  = Fluency and Relevant.

### Compare the result

Compare the result of the mean score of the students ability in writing simple paragraph with the guidelines as issued by Heaton (1989:137).

### Calculating the students score percentages:

$$P = x/n$$

Where:

- P = proportion of sample
- x = Number of students that includes in certain category
- n = Number of sample

To analyze the data obtained, the writer used a descriptive method of analysis. To analyze the result of the test, the following steps would be wisely applied

- a. Identifying the samples scores.
- b. Inserting the students score into data table
- c. Identifying the students' individual deviation (d) of sample score.

The data from test result namely the students individual score analyzed statistically following the procedures below. First, find out the mean score of each treatment by using the formula:

$$Md = \frac{\sum d}{N}$$

Md = Mean score of deviation of pre-test and post-test

$\sum d$  = Sum of gain pre-test and post-test

N = the number of subjective.

The mean score obtained through the above formula are analyze and interpreted. Finally to computation of correlation coefficient of the two mean score is significant or not. For the sake of the computation applies the formula by Arikunto (2006:306):

Where:

Md = Mean score of deviation of pre-test and post-test

$X_d$  = Deviation each sample

$\sum X^2 d$  = Sum of deviation quadrate

N = thenumber of subject

## IV. Research Result and Discussion

### Description of Data Analysis

Based on the data obtained, the lowest score of the students who were in the experimental group was 29, and the highest was 82, while the lowest score of the students who were in the control group was 30, and highest was 75. The calculation has been done from the entire data and the mean (M) obtained was 60,05, and the standard deviation (SD) was 14,77.

To investigate result of CLL toward students' speaking ability, the writer used statistic descriptive for the categories in which it consists of the ideal maximum score (SMi) was 99, while the minimum scores was 16. So, the ideal mean score (Mi) gained was 57,7 and ideal standard deviation (SDi) was 13,83.

However, if the means are viewed from the groups of the sample, it is as shown in the following table:

Group	Manual Statistic		Lowest	Highest
	M	SD		
Experimental	60,05	14,77	29	82
Control	51	11,64	30	75

The mean (M) of speaking ability indicated that the existence of a tendency that the students in experimental group a higher than students who were in control group. The average score of the students in experimental group was 60,05, which was included to the average category. While, the average score of students in control group was 51 and it was included as average category.

### The Achievement of Students' Speaking Ability

The first research question proposed in the statement of the problem is to what extent is the achievement of the speaking ability of the ten grade students of SMK Teladan in the school year 2014/2015? To answer the question and to achieve the objective of the research The result of the analysis

about the students' achievement in speaking ability before being treated by CLL that the lowest score was 30 whereas the highest score was 75. the mean score was 51 and the standard deviation score was 11,64. Based on the result above, it indicates that the achievement of students' speaking ability of the ten grade students' of SMK Teladan is classified into average category.

### **The Achievement of CLL Toward Students' Speaking Ability**

The second research questions proposed in the statement of the problem is to what extent is the effect of CLL toward students' speaking ability for the ten grade students of SMK Teladan in the school year 2014/2015? To answer the question and to achieve the objective of the research, the result of the research is presented. The result of the analysis about students' achievement after being treated by CLL that the lowest score was 29, the highest was 82. the means score was 60,05 and standard deviation was 14,77. IT is classified in to average category.

### **Hypothesis Testing**

Based on the calculation of t-critical value (appendix 05), the researcher finally found that the result of the t-critical value was 2,10. This t-value then consulted to the t-table at the degree freedom (df) 38 (2,021). Because of df could not found in the table, so the researcher took the nearest to the certain degree of freedom as Arikunto suggested, and t-value was higher than t-table ( $2,104 > 2,021$ ). This means that the alternative hypothesis ( $H_a$ ) which is stated in chapter 1 of this study is accepted, while the null hypothesis ( $H_o$ ) is rejected.

### **Discussion**

Before concluding the result of the research, this part discusses about the final result of the research. There was a big different gained between the ability of students in experimental group than those who were in control group. It can be seen on their mean score. The mean score of the students in experimental group were higher than in control group. It clearly indicated that CLL is significant effect towards students' speaking ability for the ten grade students of SMK Teladan in the school year 2014/2015.

## **V. Conclusion And Suggestion**

### **Conclusion**

Based on the data analysis and the discussion in the previous chapter, the writer takes the conclusion. From the statistical analysis it is found that the mean score and the standard deviation of experimental groups were higher than control groups. Mean score and standard deviation of experimental group were 60,05 and 14,77, while the mean score of control group was 51 and the standard deviation was 11,64. However, the speaking ability of the students for both groups were included in the average category.

The effect of CLL toward students' speaking ability in this research has positive effect. In briefly, the hypothesis stated previously is accepted.

### **Suggestion**

Based on the conclusion above, the writer puts forward the following suggestions:

The English teacher should pay much attention to the appropriate technique and media that will be applied in presenting the speaking material.

The English speaking teacher should develop the ability of the students in speaking by giving the students more chance to practice English and to speak their opinion freely, so that their ability will be improved. Its suggested that the English teacher should use CLL as the teaching method especially for teaching speaking.

The head master should motivate and support the teacher of English to apply this method in teaching speaking at their each school.

Finally, the researcher hopes other researcher to be more motivated in conducting further investigation to find the main factors which can effect the positive instructional activity.

## References

- Alwasilah, Chaedar, FurqanulAzies. 2002. *Pengajaran Bahasa Komunikatif: Teori dan Praktik*. Bandung: PT. Remaja Rosdakarya.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Edisi Revisi IV. Jakarta: Rineka Cipta.
- Ary, Donald, et al. 2002. *Introduction to Research in Education*. Sixth edition. USA: Wordsworth Thomson Learning.
- Ary, Donald, et al. 2002. *Introduction to Research in Education*. Sixth edition. USA: Wordsworth Thomson Learning.
- Cahyono, Bambang Yudi. 1997. *Pengajaran Bahasa Inggris: Teknik, Strategi dan Hasil Penelitian*. Malang: IKIP Malang.
- Cahyono, Bambang Yudi. 1997. *Pengajaran Bahasa Inggris: Teknik, Strategi dan Hasil Penelitian*. Malang: IKIP Malang.
- Djiwandono, M. Soenardi. 1996. *Tes Bahasa Dalam Pengajaran*. Bandung: Penerbit ITB.
- Hadi, Sutrisno. 1998. *Methodology Research*. Yogyakarta: Andi Yogyakarta.
- Hadi, Sutrisno. 1998. *Methodology Research*. Yogyakarta: Andi Yogyakarta.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman.
- Haryanto, Yan. 1994. *Pendidikan Bahasa Inggris*. Jakarta: Universitas Terbuka.
- Haryanto, Yan. 1994. *Pendidikan Bahasa Inggris*. Jakarta: Universitas Terbuka.
- Heaton, J. B. 1989. *Writing English Language Test*. New York: Longman Group UK Limited.
- Heaton, J. B. 1989. *Writing English Language Test*. New York: Longman Group UK Limited.
- Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Keraf, Gorries. 1991. *Tata Bahasa Indonesia*. Jakarta: Nusa Indah.
- Keraf, Gorries. 1991. *Tata Bahasa Indonesia*. Jakarta: Nusa Indah.
- Kumar, Ranjit. 1993. *Writing A Research Proposal*. Western Australia: Curtin University of Technology.
- Kumar, Ranjit. 1993. *Writing A Research Proposal*. Western Australia: Curtin University of Technology.
- Morries, W. 1966. *The Grollier Interantional Dictionary*. Danbur: The Gloiler Inc.
- Munawar, S.Pd. 2002. *Buku Ajar: Teaching and Learning*. Untuk kalangan sendiri. Pusat Sumber Belajar Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Hamzanwadi Selong.
- Munawar, S.Pd. 2002. *Buku Ajar: Teaching and Learning*. Untuk kalangan sendiri. Pusat Sumber Belajar Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Hamzanwadi Selong.
- Munir, Ahmad. 2005. *Communication Strategies Toward Students' Speaking Ability*. Selong STKIP Hamzanwadi. Thesis S-1. Unpublished.
- Munir, Ahmad. 2005. *Communication Strategies Toward Students' Speaking Ability*. Selong STKIP Hamzanwadi. Thesis S-1. Unpublished.
- Nurgiantoro, Burhan. 1995. *Penilaian Dalam Pengajaran Bahasa dan Sastra*. Edisi X. Yogyakarta: BPFE.
- Nurhadi. 1987. *Bahasa dan Sastra*. Malang: Kapita Selekta. YA-3
- Oller, John W. 1979. *Language Testing at School*. London: Longman Gorup Ltd.
- Paiman. 1997. *Psikologi Perkembangan*. Jakarta: Universitas Terbuka.
- Purwanto, Ngalim. 1987. *Psikologi Pendidikan*. Bandung: CV. Remaja Karya.
- Rahman. 2006. *The Effectiveness of Community Language Learning (CLL) Through Group Work*. Mataram IKIP. Thesis S-1. Unpublished.
- Richard, Jack C. and Theodore S. Rodgers. 1986. *Approach and Method in Language Teaching*. Cambridge: Cambridge University Press.
- Tarigan, Henry Guntur. 1991. *Metodologi Pengajaran Bahasa*. Edisi I. Bandung: Penerbit Angkasa.
- Tarigan. 1985. *Prinsip-Prinsip Dasar Sastra*. Bandung: PT. Aksara.



# THE STUDENTS' ABILITY IN WRITING A GOOD PARAGRAPH AT SMA TUNAS BARU JIN-SEUNG

Zia Hisni Mubarak, Universitas Putera Batam.  
[mubarakzia@gmail.com](mailto:mubarakzia@gmail.com)

## Abstarct

*Menulis bukanlah hal yang mudah dimana kita diminta untuk memiliki berbagai kreatifitas dalam menyusun kalimat yang ada dalam benak kita kedalam sebuah kertas. Menulis bagi siswa SMA bisa menjadi suatu hal yang membuat frustrasi dikarenakan kurangnya pengetahuan dalam menulis. Penelitian ini dimaksudkan untuk melihat animo siswa dalam menulis dan seberapa jauh pemahaman mereka tentang menulis terutama menulis sebuah paragraf sederhana. Penelitian ini adalah penelitian deskriptif dengan menggunakan pendekatan kualitatif untuk merumuskan gejala-gejala yang dilihat peneliti di lapangan. Penelitian ini menggunakan rumus persentase sederhana. Dari hasil penelitian didapatkan bahwa 48 % siswa mendapatkan hasil yang sangat memuaskan (Excellent), 28% siswa mendapatkan kategori Good, 4% untuk kategori High Average, 16% kategori Low Average dan 4% kategori Weak. Sehingga disimpulkan bahwa kemampuan rata-rata siwa dalam menulis paragraf sederhana adalah baik ditandakan dengan kategori Good (G).*

*Keywords – Students' ability, Writing skill, Good paragraph.*

## INTRODUCTION

To write something on a paper is not easy. Writing needs creativity on how to arrange some sentences into a good paragraph. Writing needs creativity because it is not an easy job to put the idea into a paper. The creativity is about on how to connect and combine the main idea and giving some supporting sentences which support the main idea directly. Then, it should be considered on how to conclude the paragraph based on the idea given in the previous sentence. At last, it could be said that the sentences which have been arranged will be a good paragraph.

Writing is sometimes frustrating for the students in senior high school. There are many reasons why students consider writing as difficult one. One of them is lack of knowledge. This condition is caused by less reading where it could be seen from the fact that many students tend to spend their times in front of computer games, online games, hang out without any purposes, and so on. With the result that, there is no any single tie for reading as their knowledge input. The reading, then, influences the writing ability where it could be said that it is impossible to write without reading. Still, writing is considered as the most difficult skill to be learned.

From various researches, it has been known that from those four basic skills in English, writing is considered as the most difficult one rather than listening, speaking and reading. Writing is in the last stage of human language development where a kid learns to listen first

(listening) and imitates some words (speaking). After that, a kid will learn to read (reading) to gain new knowledge and finally write (writing) their own ideas into a piece of paper. In line with this explanation, Richards and Renandya (2002: 303) earlier explained that "writing is considered as the most difficult subject for L2 learners to master". Immediately, students in Indonesia are not L2 learners but they are foreign learner where English as the foreign language (EFL) not the second one (ESL). EFL students will face more burdens where writing could be the most-super difficult to master. Based on the scholars' opinion about writing, the researcher has agreed that writing is not an easy task to do for the students in EFL countries especially the students of senior high school in Indonesia.

Good paragraphs or writing should indicates three main types; *unity*, *cohesion*, and *coherence*. Unity in writing could be achieved by the present of cohesion and coherence. Cohesion has some devices to be achieved for a good text criterion such as substitution, ellipsis, reference, conjunction, and lexical cohesion. While coherence could be achieved by repeating key words, using pronouns, using transition signals, and logical orders.

Before writing some paragraphs which indicate the unity, cohesion and coherence, the students need to know the basic parts of a good paragraph such as topic sentence where the main idea is stated, supporting sentences where directly support the topic sentence and the last is concluding sentence where the conclusion

statement is stated. By using these basic parts of a good paragraph, the researcher will reveal the problems in writing a good paragraph.

The scope of good paragraph is indicated by the three main types of good paragraph in the text; *unity*, *cohesion*, and *coherence*, but in this research the researcher limits the problem of the research only by the basic parts of a good paragraph where it has topic sentence, supporting sentences (major and minor) and concluding sentences. Based on the identification of the problem above, the researcher conducts the research on how the students' ability in writing a good paragraph.

Then, the problems of the research is formulated as: How is the students' ability in writing a good paragraph regarding to topic sentence, supporting major and minor sentences and concluding sentences? Furthermore, this research has a single purpose which to find out the students' ability in writing a good paragraph regarding to topic sentence, supporting major and minor sentences and concluding sentences.

## I. REVIEW OF THE RELATED LITERATURE

### The Concept of Writing

First of all, Oshima & Hogue (1991: 3) emphasize a kind of writing for college or university, it is called an academic writing. They argue that academic writing is different from other kinds of writing in several ways. For instance, personal writing, literary writing, journalistic writing, business writing, etc. In addition, Swales & Feak (2004: 7) mention that "graduate students face a variety of writing task as they work toward their chosen degree". It means that graduate students will face an academic writing as well.

After that, O'Malley and Pierce (1996:136) define writing as a "personal act where the writers take ideas or prompts and transform them into 'self-initiated' topics". The writer draws on background knowledge and complex mental processes in developing new insights. Moreover, Coulmas (2003: 1) defines some definitions of writing. The first definition is "a system of recording language by means of visible or tactile marks". Then, the second definition is "the activity of putting such a system to use". After that, she defines writing as "the result of such activity, a text". Next definition is "the particular form of such a result; a script style such as block letter writing". The

fifth definition of writing is "artistic composition". And the last definition of writing is as "a professional occupation". From those various definitions of writing, she reflects on the first definition as her major definition of writing.

### Purposes of Writing

The writing process for students in an EFL classroom is not an easy matter. As in this process, writing has many purposes which should be noticed by both teachers and learners. Above all, Ur (1991: 163) writes the purpose of writing is "the expression of ideas, the conveying of a message to the reader; so the ideas should arguably be seen as the most important aspect of the writing". Besides, O'Malley and Pierce (1996: 137) explain that writing has its own purposes and types and they also add that students write to accomplish a variety of purposes and use number of different genres. They argue that the purpose in writing determines the nature of writing itself. They also add that students need clear specification of the purpose in order to plan and compose a piece that responds to the task.

In addition, there are three purposes in writing which proposed by O'Malley and Pierce (1996: 137-138).

They are informative/expository writing, expressive/narrative writing, and persuasive writing. The three purposes of writing will describe the kinds of writing students do in second language classrooms. For example the students who want to write their personal experiences will be appropriate if they choose expressive/narrative writing, and so on. As O'Malley and Pierce (1996: 138) say that "the important things to remember is that student writing ability may vary considerably depending on the purpose". Therefore, students who are good at writing informative essays may not write good expressive essays.

### Teaching Writing Skill

Teaching writing is different from the teaching of other skills. Brown (1994: 319) compares writing to the swimming. He argues both are the same because students need media and someone who teach them those skills. According to him, practice is the best way to achieve the best skills to be advanced in writing or swimming. On the contrary, Ur (1994: 159) gives his view on the difference between teaching writing and speaking. The difference lies on the two types of discourse which differ in some basic characteristics. The differences between two types of discourse -written and

spoken discourse- are some generalizations of both discourses such as permanence, explicitness, density, detachment, organization, slowness of production; speed of reception, standard language, a learnt skill, and sheer amount and importance.

Above all, Brown (1994: 325-326) explains some types of written language which are produced by EFL students. There are seven types of written language. The first type is permanence which implies the power of the writer which means the writer should have the power to emend, the power to clarify, and the power to withdraw. The second type says about the appropriate time given to the students that will lead them to be a good writer by developing efficient processes for achieving the final product. The next type is the distance which is the problem of the writer to anticipate their audience. Then, the orthography means that everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. After that, the complexity of written language is illustrated by learning how to remove redundancy, how to combine the sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more. Then, the vocabulary is necessary since writing places a heavier demand on vocabulary use. At last, the formality shows that ESL students have complex and difficult conventions which occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

### **Writing a Good Paragraph**

Many definitions about paragraph are explained by the experts. Some of them are Oshima & Hogue (1991) and Zemach and Rumisek (2003, 2005). Oshima & Hogue (1991: 16) argue that paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. In the same way, Zemach and Rumisek (2003, 2005: 11) explain that a paragraph is a group of sentences about a single topic consist at least five sentences or as long as ten sentences. In other words, the number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself. It may also be one part of a longer piece of writing such as a chapter a book or an essay.

A paragraph has three major structural parts (Zemach and Rumisek, 2003, 2005: 12): a topic sentence, supporting sentences, and a concluding sentence. The **topic sentence** states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. **Supporting sentences** develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember.

### **Review of the Related Findings**

Some researchers have conducted many studies related to writing. To support this research, the researcher takes some previous studies as his reference. The first researcher is Wulyani (2010) who simulate the student's writing composition through weblogging. Her study is done to examine the influence of Weblogs to the students' writing compositions. The idea lies behind this proposition is a notion that Weblogs, with the rightful amount of assistance from the teacher, would help students of non-English departments to improve their writing compositions.

Furthermore, Taufiqulloh (2010) conducted his research on "Improving Students' Ability to Write Essays through Self-Assessment". He found that the students' ability in writing essays improved from the pre-cycle, first and second cycles. The classical mean of students' essay scores in pre-cycle was 62. It improved up to 71,6 in the first cycle and 80,3 in the second cycle. While students' interest and awareness in essay writing also improved significantly. In pre-cycle, the average percentage of students' responses toward this survey questionnaire was 35,2%. It improved in the first cycle up to 83,8% and 90, 2% in the second cycle. Moreover, students' writing strategies on essay writing improved significantly from pre-cycle to the first and second cycle. In pre-cycle, the average percentage of students' strategies on essay writing was 6,2%. After the treatment was conducted in the first cycle, it improved significantly up to 67,9% and 89% in the second cycle. The results of the observation in two cycles showed that both the lecturer and the students successfully conducted the teaching and learning process of essay writing through self-assessment.



## II. RESEARCH METHOD

### Research Design

This research designed as a descriptive research which involved the collecting of the data in order to answer the research questions concerning the current status or phenomena. Arikunto (2010: 234) explains descriptive research as a research that is proposed to gather information about a tendency that is appeared from a variable, indication and condition when the research is done. Therefore, principally, this research explains about fact that happens now. The analysis of students' ability in writing a good paragraph is analyzed by using quantitative analysis. By this analysis, the researcher worked in objective way and systematically by using qualitative approach.

### Subjects of the Research

According to Gay and Airasian (2009: 124), the population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. The population of this research was the students in the second year of SMA Tunas Baru Jin-Seung Batam; enroll in the 2013/2014 academic year. There were 5 classes in the second year students, class XI 1 to XI 5.

This research used purposive sampling technique to define the sample of the research. As Gay and Airasian (2009: 134) state that purposive sampling technique is a technique which the researcher selects the sample using his experience or knowledge of the group to be sampled. In other words, purposive sampling, also referred to a judgment sampling, is the process of selecting a sample that is believed to be representative of a given population.

Then, based on his experience and knowledge of the group to be sampled, the researcher took class XI 1 as a sample since they were taught by the same teacher. They also had learned writing in English subjects. Therefore, the researcher assumed that they might be able to compose a good writing to represent a good paragraph in writing.

### Instrumentation

In the process of data collecting, this research used writing test as the instrument to collect the data. The writing test was used to investigate the students' ability in in writing a good paragraph of the second year students of SMA Tunas Baru Jin-Seung Batam enrolled in the 2013/2014 academic year. Moreover, the

instrument in this research was conducted to collect the data from the second semester students of SMA Tunas Baru Jin-Seung Batam. The writing test was a writing task to compose a paragraph which indicated topic sentence, supporting (major and minor) sentences and concluding sentence. In order to get a natural result of the test, the topic was given before they start to compose their paragraph. The students were free to choose the desired topic and developed them into a good paragraph.

In addition, the scoring rubrics adapted from Hamp-Lyon (1992: 6-7) with some categories or scores in each indicator. The ideal paragraph were labeled with the score of 6 with category of high/excellent. The range of the scores was from 1 to 6 with the category and score presented as: low/very weak (1), weak (2), low average (3), high average (4), good (5), and high/excellent (6); the criteria of each category can be completely seen in the appendix. The table below was the format of the scoring rubrics.

**Table 1. Holistic Scoring Hamp-Lyon (1992: 6-7)**

Indicators	Score/Category (Hamp-Lyons, 1992: 6-7)	Criteria
...	6 High / Excellent	...
	5 Good	...
	4 High Average	...
	3 Low Average	...
	2 Weak	...
	1 Very Weak	...

### Technique of Collecting Data

To collect the data, the researcher is helped by the teacher of English subjects of SMA Tunas Baru Jin-Seung Batam to give the score on students' paragraph based on the scoring rubrics of a good paragraph. This research used writing test as the instrumentation or the way to collect the data. The researcher came to the teacher's class and assigned a task to compose a paragraph to the students. Then, the topic of the writing was given by the researcher in the class before starting to write. The researcher explained the basic parts in writing briefly in order to avoid misunderstanding. After that, the researcher gave thirty minutes (30 minutes) for students to accomplish their paragraph in order to avoid a plagiarism in writing, so they could compose their writing

based on their background knowledge, not to copy their writing from other sources such as internet. After finishing their writing, the students submitted their paragraph to be analyzed and evaluated.

In order to analyze and evaluate the writing test, the researcher did some processes. The first process was to evaluate a good paragraph in students writing. There were some steps in evaluating the text. First of all, grouped the students' writing into some groups based on the indicators of basic parts of paragraph. The researcher read the text and underlined the writing test whether it presented the indicators of basic parts of paragraph or not. The researcher re-read the students' writing and underlined the text whether it presented the indicators of good paragraph or not.

After that, the researcher did the analyses of students writing of a good paragraph whether it presented the basic parts of paragraph or not. The researcher also measured the percentage of students' scores in order to know the students' ability in writing a good paragraph. Then, the analyses of the paragraph on students' writing were explained in the technique of analyzing data.

#### Technique of Analyzing Data

Analyzing the data was a process to interpret and analyze the data from the first step data was obtained in the field. Analyzing of the data was done by the descriptive analysis and the conclusion was derived from the description of the data. This research was going to describe the way the things they are. To analyze the data in this research, the quantitative method was used to describe the students' ability in writing a good paragraph.

The analysis of quantitative was the analyzing the data in the form of numerical based on the result of students' score in writing test. There were several techniques that used to analyze the quantitative data, especially the data from writing test. First, the data were collected from the performance test or writing test. Then, the data are grouped based on indicators of a good paragraph which were filled based on the scoring rubrics derived from the understanding of several experts.

After that, the scores were obtained into a table which aim at figuring out the mean of the obtain score which had been grouped before. The mean was used to see the average score

gained by the students of each tests. To get the percentage of students' ability in writing a good paragraph, the formula used as follow:

$$P = \frac{f}{N} \times 100\%$$

$P$  = the index of percentage

$f$  = number of frequency of total population

$N$  = amount of respondent

### III. RESULT AND DISCUSSION

#### Data Description

The data description describes the writing from students after the researcher analyze their paragraph one by one, whereas the data analysis presents the analysis of the data from students' writing specifically. The data were taken from the eleventh class students of SMU Tunas Baru Jin-Seung Batam on June 16, 2014. The data were the students' writing related to the given specific topic. The researcher, then, analyzed twenty five paragraphs from the students' writing. After that, the researcher grouped them into some categories based on the score in the scoring rubrics. The researcher also analyzed each student's writing and explained the category based on the score given in the scoring rubrics.

It is found that the average score for the twelfth class student in writing a good paragraph was 5 (Five) and it was converted into the category based on the scoring rubric from Hamp-Lyon (1992: 6-7). In other words, the category of students' average ability in writing a good paragraph was good (G).

Furthermore, the researcher presented the individual score of the students and grouped them into the same categories. The treatments made the researcher easier in observing the percentage of each category where it was important for the researcher to give further analysis about students' ability in writing a good paragraph. For further details, please refer to the table 3 below:

**Table 3. The students' ability in writing a good paragraph.**

No	Score/Category	Students	Percentage (%)
1	6/Excellent	12	48
2	5/Good	7	28
3	4/High Average	1	4

4	3/Low Average	4	16
5	2/Weak	1	4
6	1/Very Weak	0	0
<b>Total</b>		<b>25</b>	<b>100</b>

The researcher, then, specified the students' ability in writing a good paragraph into four categories such as Excellent (E), Good (G), High average (HA), Low average (LA) and Weak (W) as shown in the table 3 above. Twelve students had Excellent (E) category with the highest score (6) and the percentage was 48%. Almost half students in the class were able to write a good paragraph. This condition is a good condition since almost 50% students understand the way to write a good paragraph. Next, seven students got Good (G) category with the score was (5) and the percentage was 28%. Both categories, Excellent and Good, represented the ability of students in writing a good paragraph. Both contributed 76% of students' ability in a good category.

After that, there was only one student who had High Average (HA) category with the score (4) and contributed the percentage was 4%. Then, 4 students were in the Low Average (LA) category with the score (3) and contributed 16% in percentage. Finally, the rest student or one student got the Weak (W) category or with the score (2) and contributed 4% in percentage. All categories of High Average (HA), Low Average (LA) and Weak (W) contributed 24% in average and it did not make any sense to the students' average ability in writing a good paragraph.

### Data Analysis

#### Student 1

*I have a little dog. My dog is a smart pet. My dog can playing football, and singing. I love my smart dog.*

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a little dog* is the topic sentence. The main idea here is *a little dog*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My dog is a smart pet*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *a little dog* is repeated in the supporting idea *my dog*.

Moreover, the sentence *My dog can playing football, and singing* is the minor supporting sentence. The minor supporting sentence gives details information about major supporting sentence and support the major supporting sentence. Finally, the last sentence *I love my smart dog* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea. In other hand, the connection between the topic and supporting are not too strong. The writer wrote *a little dog* but in the major supporting was only *dog*.

In addition, from the students' paragraph above, it is clearly understood that the writer had some grammar errors, one example in the third sentence *My dog can playing football, and singing*, the writer misused using the tenses and modal. Meanwhile, as it is explained by the expert, a paragraph has three major structural parts (Zemach and Rumisek, 2003, 2005: 12): a topic sentence, supporting sentences, and a concluding sentence. From the student's paragraph, the structure consisted of topic, supporting major and minor, and concluding sentences. So that the writer gave a good example or representation of a good paragraph.

Even though for one paragraph four sentences were not enough, but in this research, the researcher asked to write a very simple paragraph which consisted of four or five sentences at least. The paragraph of student's 1 showed the minimum criteria as explained by Zemach and Rumisek (2003, 2005: 11) where a paragraph is a group of sentences about a single topic consist at least five sentences or as long as ten sentences.

In conclusion, this first paragraph showed that the writer got a Good (G) category with the score (5) where most sentences in the paragraph show the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences. The writer was able to write a good paragraph. To compare to other paragraph, the researcher also provided another students' writing analyses.

#### Student 2

*I have a friend. My friend is a good friend. My friend's name is Chintya. She is smart and cute girl. I love my friend.*

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a friend* is the topic sentence. The main idea here is *a friend*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My friend is a good friend*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *a friend* is repeated in the supporting idea *a good friend*.

Moreover, the sentence *My friend's name is Chintya* is the minor supporting sentence. The minor supporting sentence gives details information about major supporting sentence and support the major supporting sentence. For example, the writer wrote minor supporting sentence; *My friend's name is Chintya* to support the major supporting sentence; *My friend is a good friend*. Finally, the last sentence *I love my friend* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea.

Overall, this second paragraph showed that the writer got an Excellent (E) category with the score (6) where all sentences in the paragraph show the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences. The writer was able to write a good paragraph. This is in line with the experts which said a good paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence (Zemach and Rumisek, 2003, 2005: 12). The researcher then analyzed other students' writing in the next paragraph.

#### Student 3

*I have a best friend. My best friend is a good friend. She is very beauty and smart. She is have a long hair, skin white, and have a sweet smile. I am very proud of her and love her.*

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have a best friend* is the topic sentence. The main idea here is *a best friend*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My*

*best friend is a good friend*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *a best friend* is repeated in the supporting idea *a good friend*.

Moreover, the sentences *She is very beauty and smart. She is have a long hair, skin white, and have a sweet smile* are the minor supporting sentences. The minor supporting sentences give details information about major supporting sentence and support the major supporting sentence. For example, the writer wrote minor supporting sentences; *She is very beauty and smart. She is have a long hair, skin white, and have a sweet smile* to support the major supporting sentence; *My best friend is a good friend*. Finally, the last sentence *I am very proud of her and love her* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea. In contrary, the grammar still had some errors such as the sentence *She is have a long hair, skin white, and have a sweet smile* which should be *She has a long hair, white skin, and a sweet smile*. Over all, the writer did a good work in writing a good paragraph.

This one is also the example of an excellent paragraph where the writer was able to present topic sentence, major and minor supporting sentences and concluding sentence. The writer got an Excellent category (E) with the highest score (6) where all sentences in the paragraph showed the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences (Zemach and Rumisek, 2003, 2005: 12).

#### Student 4

*I have many hobbies. My hobby is a good hobby. My hobbies are play Basket ball, reading, swimming, play Volleyball, watching television, and etc. I always give a special time for it. between all of my hobbies, I always watching television and reading book. I think that's all about my hobby.*

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *I have many hobbies* is the topic sentence. The main idea here is *many hobbies*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My*

*hobby is a good hobby.* The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *many hobbies* is repeated in the supporting idea *My hobby*.

Moreover, the sentences *My hobbies are play Basket ball, reading, swimming, play Volleyball, watching television, and etc. I always give a special time for it. between all of my hobbies, I always watching television and reading book* are the minor supporting sentences. The minor supporting sentences gives details information about major supporting sentence and support the major supporting sentence. Finally, the last sentence *I think that's all about my hobby* is the concluding sentence. Normally the writer concluded the paragraph by giving the statements to strengthen the idea. But, in this paragraph, the concluding sentence is not appropriate since it does not conclude the main idea in the first sentence. In other words, the connection between the topic and supporting to concluding sentences are not too strong. For example, the writer wrote *many hobbies* as the main idea but in the major supporting was only *my hobby* and the conclusion also did not restate the main idea as conclusion.

In addition, from the students' paragraph above, it is clearly understood that the writer had some grammar errors, one example in the third sentence *My hobbies are play Basket ball, reading, swimming, play Volleyball, watching television, and etc.* the writer misused using the tenses. Meanwhile, for the paragraph structure which consisted of topic, supporting major and minor, and concluding sentences, the writer gave a good example or representation of a good paragraph.

Overall, this fourth paragraph showed that the writer got a Good (G) category with the score (5) where most sentences in the paragraph show the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences. The writer was able to write a good paragraph (Zemach and Rumisek, 2003, 2005: 12).

Student 5

*My hobby is listening music. My favorit music is pop music. When listening music I feel so calm. I know many singers that singing pop music, but my favorit singer is Cristian Jack. I love music very much.*

The researcher analyzed the sentences of the paragraph and classified them based on the criteria of a good writing organization. In the first sentence, *My hobby is listening music* is the topic sentence. The main idea here is *listening music*. Then, the supporting sentences come to support directly the main idea. The first supporting sentences are the major supporting sentence; *My favorit music is pop music*. The major supporting sentence above obviously supports the topic sentence directly. As the evidence, the main idea *listening music* is repeated in the supporting idea *pop music*.

Moreover, the sentences *When listening music I feel so calm. I know many singers that singing pop music, but my favorit singer is Cristian Jack* are the minor supporting sentences. The minor supporting sentences give details information about major supporting sentence and support the major supporting sentence. Finally, the last sentence *I love music very much* is the concluding sentence. The writer concluded the paragraph by giving the statements to strengthen the idea. In contrary, the grammar still had some misspelling words such as the word *favorit* which should be *favorite*. Over all, the writer did a good work in writing a good paragraph.

This one is also the example of an excellent paragraph where the writer is able to present topic sentence, major and minor supporting sentences and concluding sentence. The writer got an Excellent category (E) with the highest score (6) where all sentences in the paragraph showed the connection of each criteria of a good paragraph such as topic sentence, major supporting sentences, minor supporting sentences and concluding sentences (Zemach and Rumisek, 2003, 2005: 12).

## Conclusion

After analyzing the data, the researcher comes to the conclusion that the students' average score for the twelfth class student in writing a good paragraph is 5. In other words, the category of students' ability in writing a good paragraph of the twelve students of SMU Tunas Baru Jin Seung Batam is Good (G).

## References

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2010. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Brown, H Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.
- Brown, H Douglas and Priyanvada Abeywickrama. 2010. *Language Assessment: Principles and Classroom Practices (Second Edition)*. San Fransisco: Pearson Education.
- Coulmas, Florian. 2003. *Writing Systems: An Introduction to their Linguistic analysis*. New York: Cambridge University Press.
- Gay. L.R., Geoffrey E. Mills, and Peter Airasian. 2009. *Educational Research: Competencies for Analysis and Applications*. New Jersey: Pearson Education.
- Gordon, Louise. 2008. "Writing and good language learners", in Griffiths, Carol (ed.), *Lessons From Good Language Learner* (p. 244-254). Cambridge: Cambridge University Press.
- Greetham, Bryan. 2001. *How to write better essays*. New York: Palgrave Macmillan.
- Hamp-Lyons, L. 1992. "Holistic writing assessment for LEP students", in Office of Bilingual Education and Minority Languages Affairs (ed.), *Proceedings of the Second National Research Symposium on Limited English Proficient Student Issues: Focus on Evaluation and Measurement*, Volume 2. Washington, DC: OBEMLA. 317-358.
- Knapp, P. and Megan Watskin. 2005. *Genre, Text, Grammar: Technologies for Teaching Writing and Assessing Writing*. Sydney: A UNSW Press Book.
- Lewis, Marilyn. 2009. *Teaching Writing*. Singapore: SEAMEO Regional Language Center.
- Muhadjir, Noeng. 2000. *Metodologi penelitian kualitatif*. Yogyakarta: Rake Sarasin.
- Murray, Rowena and Sarah Moore. 2006. *The Handbook of Academic Writing: A Fresh Approach*. Berkshire: Mc. Graw-Hill Open University Press.
- Nations, I.S.P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nugroho, Taufik. and Hafrizon. 2010. *Introduction to Genre Based Approach*. Jakarta: Ministry of National Education.
- O'Malley, J. Michael. and Lorraine Valdez Pierce. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Virginia: Addison-Wesley Publishing Company.
- Oshima, A. and A. Hogue. 1991. *Writing Academic English*. USA: Addison-Wesley Publishing Company, Inc.
- Pardiyono. 2009. *Pasti Bisa: Teaching Genre Based Speaking*. Yogyakarta: Andi Offset.
- Richards, Jack C. And W.A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Swales, John M. and Christine B. Feak. 2004. *Academic Writing for Graduate Students: Essential Tasks and Skills (Second Edition)*. Michigan: The University of Michigan Press.
- Taufiqulloh. 2010. *Improving Students' Ability to Write Essays through Self-Assessment*. UPI Bandung: 57<sup>th</sup> TEFLIN Conference.
- Ur, Penny. 1991. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Wulyani, Anik Nunuk. 2010. *Improving Students' Writing Compositions through Web-Blogging*. UPI Bandung: 57<sup>th</sup> TEFLIN Conference.
- Zemach, Dorothy E.. and Lisa, A. Rumisek. 2005. *Academic Writing: From Paragraph to Essay*. Oxford: Macmillan Publisher Limited.
- Zemach, Dorothy E.. and Lisa, A. Rumisek. 2003. *College Writing: From Paragraph to Essay*. Oxford: Macmillan Publisher Limited.



# THE VARIATION OF ADDRESS FORMS AS FOUND IN MINANGKABAU LANGUAGE

Suhardianto, Universitas Putera Batam  
suhardiantogamya@gmail.com

## Abstract

Tujuan dari penelitian ini adalah untuk menemukan variasi-variasi bahasa sapaan atau address form yang digunakan oleh orang Minangkabau dalam berkomunikasi sehari-hari dalam situasi formal ataupun nonformal. Pada penelitian ini penulis menggunakan metode pengumpulan data berbentuk interview atau tanya jawab dengan teknik rekam dan catat. Lebih lanjut penulis juga menganalisis faktor sosial di dalam penggunaan bahasa sapaan tersebut dalam bentuk formal dan informal. Dari hasil analisis penulis menemukan keanekaragaman penggunaan bahasa sapaan dalam bahasa Minangkabau terutama orang Pariaman, Pesisir Selatan dan Baso. Dari hasil penelitian dapat disimpulkan penggunaan bahasa sapaan untuk Ayah, ibu, kakek, nenek, paman, tante, kakak, adik, teman sejawat dan sapaan untuk pronoun I.

Kata Kunci: Pesisir Selatan, Pariaman, Baso, address form

## 1.1 Background of the problem

Successful or not a communication is depended on the way the speaker convinces the hearer and also how the speaker influences the hearer. Human use a language as appliance uttering of most pre-eminent social which has been created by human being for communication purpose. To communicate to each other one addresses somebody using address form. It means address form is occured in each community in the world. The use of address form associates to its habit which based on culture and norm community itself. According to Fasold ( 1990: 1-2) address forms are the word the speaker uses to designate the person they are talking to while they are talking to them.

In America- English address, people usually use the first name (FN) to address someone who is close each other whether younger or older (including such common nicknames as 'Bob' and 'Jim'). Title and Last Name (TLN) use if the speakers do not close enough, in the other words they just know each other such as with Mr.,Mrs.,Dr. And so on as titles. In Indonesia, especially in Minangkabau Language, people address someone who is younger and same age by using nickname, *or bujang, gadih, upiak* and to address the older one they use *pak, mak dang, tuan, etek, biai, akak, uci or inyiak, pak tuo, adang, antan* and soon.

Beside that another address form which is used to address someone who has been married such as: (basa), (panduko), (kari sutan), (pakiah), (mantari), (sutan marajo)etc. These address form are used to show respect for traditional title in Minangkabau language.

The following examples are some addresses in Minangkabau language:

1. *Kama duh, antan?*  
'where are you, **antan**'?
2. *Biai, kua siang nan ba bali di pakan?*  
*Biai, what are you buying in the market'?*

Example(1) *antan* is used to address grandfather. And sometime *antan* also used to

someone oldermale age in social relationship. Example(2) *biai* is used to address mother and also sometime *biai* used to older female age in social relationship.

From those examples, there are various address form are used in Minangkabau language. Based on these phenomena, the writer interests to analyse such varieties of address form in Minangkabau language and what situation that influence the varieties appear.

## 1.2 Statement of the Problem

The problems that are identified by the writer in this research is the variation of address forms of Minangkabau language and the social factors that influence the use of address forms. In order to limit this research, the writer focuses this analysis on the terms of address form of Pariaman, Pesisir Selatan and Baso address forms in kinship terms, friendship term and pronoun

## 1.3 Objective of the problem

In order to make the writer focuses on his reasearch about the variation of address forms as found in Minangkabau language it is needed to set the aim of this research. The purpose of the research is mentioned as follow: to find out the terms of address forms of Pariaman, to find out the terms of address form of Pesisir Selatan, to find out the terms of address form of Baso, to describe the address forms and situation that influence the varieties use.

## Review of Related Literature

### 2.1 Sociolinguistics

Stockwell (2003:11) states that, sociolinguistics is a concerned with relationship between language and context in which it is used. It means that sociolinguistics deals with the social factors. Socialinguistics is also interested in the different types of linguistics variation use to express and reflects social factor.



### 2.1.1 Social Class

According to Holmes (1992:135) the term of social class is used here as shorthand term for differences in social prestige, wealth and education. Status refers to the differences or respect people give someone or do not give them, as the case may be, and status generally derives in western society from the material resources a person can command, though there are other sources too.

### 2.1.2 Address Forms

Addressing is the word use to address somebody in speech or writing. The way in which people address one another usually depends on their age, social status and personal relationship. Kridalaksana (1993) says that addressing can be in the form of morpheme, word, or phrase that is used to address someone in different situations and it is used to relation between the speakers.

Brown and Ford in Fasol (1990:8) said there are two kinds of address form that is First Name (FN) and Title Last Name (TLN). In American English address First Name (FN) is used if participant same age or younger than informant. Title and Last Name (TLN) is usually used in informal situations to call the higher occupation status but the lower occupation status and to express respect.

### 2.1.3 Term of Address Form

According to Wijana in Thamrin (1999) classifies the terms of address in Bahasa Indonesia into 7 categories. They are; namely pronouns, kinship terms, occupation terms, names, transpositional adjective, friendship terms, and religious terms.

### 2.1.4 Social Factors that Influence to Use Address Form

Social factors also influence in selecting the address form. According to Holmes (1992:12) if one address greets somebody the choice of address form depends on the participant, social setting, topic, and function.

1. The participant: who is speaking and who are they speaking to?  
How well do they know each other, i.e. what is the social distance between the participants? Are they strangers, friends or brother.
2. The setting or social context of the interaction: where are they speaking?  
For example: the variety used for a formal radio lecturer will differ from that used for adverts.
3. The topic: what is being talked about?  
In some cases the topic has proven an influence of language choice, for example: university students in countries which use English for tertiary education, such as Tanzania, Indonesian and Papua New Guinea, often find it easier to discuss their university subjects from English rather than the local dialect to discuss national politics.
4. The function: why are they speaking?

What is the language being used for? Is the speaker asking a favor or giving orders to someone?

## Research Methodology

### 3.1 Research Design

In this study, the writer will apply qualitative research which is the result of the research is in the form of written and verbal word not numbers. According to Creswell in Sugiyono (2014) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

### 3.2 Source of the Data and Sampling

The data of the research will be divided into two parts :

#### 3.3.1. Primary of the Data Source

The primary data of this research is taken from some of informants who are indicated as Minangkabau people which criteria that are determined by the writer which related to the theory

#### 3.3.2 Secondary of the Data Source

The writer reads from some articles, downloaded from internet, and then writer reads a lot of books about pragmatics, Speech act and drama analysis. Those done to support the primary data used. The secondary data is collected from external sources such: pragmatic books internet, Magazine and newspapers, Stories told by people you know.

### 3.3 Population and Sample

#### 3.3.1 Population

Population of this research is all native speakers of Minangkabau language who use the address forms. Especially native speaker of Pariaman, Pesisir Selatan and Baso. The spoken utterance is assumed to represent the object of the research and carry sufficient data.

#### 3.3.2 Sample

As sample, the writer takes several informants to give information about the data needed in this research that is speakers from Minangkabau community. In applying this sample, the writer uses purposive and snowball sampling technique which the data is collected on purpose of the research and will be added if it is needed. It appropriates with the opinion of Sugiyono (2014:301) that he said, purposive sampling is technique of collecting data sampling which is purposed to take the data based on the research need.

### 3.4 Technique of the Collecting data

In collecting the data, the writer uses interview method. Esterberg in Sugiyono (2014:316), interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic

### 3.6 Research Model

The research model applied by the writer in this research is qualitative research. Sugiyono (2014:5) said that, there are three types of research model, they are qualitative, quantitative and mixed method. Qualitative research is a processing of research which is have a result descriptive data like spoken or written language.

### 3.7 Technique of Analysing Data

Technique of analyzing data in this research uses qualitative research data which follows interactive concept. This concept is done by several steps as follow:

- Data Redution*. The data are obtained in the field will be chosen and summarize according to the data need in the research.
- Data Display*. It is aimed to ease the researcher to see the general description of the data base on the theory decided.

*Verification*. The data are obtained will be verified continuously during the research to get the valid data in this research.

## RESEARCH FINDING AND DISCUSSION

### 4.1 Finding

In this chapter the writer explains and analyzes the terms of address forms that are found in Minangkabau language especially the terms of address forms of Pariaman, Pesisir Selatan and Baso. The analysis involves in the kinship, pronoun and friendship terms.

#### 4.1. Terms of Address Forms of Pariaman

In Pariaman language, the address form used in social relationship is different from other areas. To make it clear the writer will explain the address forms of Pariaman in the following table and analyse them in the terms of pronoun, kinship terms and friendship terms such as *mother, father, grandfather, grandmother, uncle, aunt, elder brother, younger brother, friend, and I*.

#### 4.1.1 Kinship Terms

The choice of kinship terms are determined by rather different factors that those personal pronouns. The kinship terms which are usually used by Indonesia speaker, are *ayah* "father", *ibu* "mother", etc.

**Table 4.1.1.1**  
**Address form of mother**

Address Forms		Social Context
MkLP	English	
Mandeh	Mother	Formal / Informal
Ibu	Mother	Formal / Informal
Uniang	Mother	Informal
Uwai	Mother	Informal
One	Mother	Informal
Amak	Mother	Informal

### Explanation: MkLP: Minangkabau Language in Pariaman

From the table 4.1.1.1 above, it can be concluded that Pariaman people both male and female to address mother in kinship term used *Mandeh, ibu, Uniang, uwai, and amak*. In these terms, kinship term of *mandeh and ibu* can be used in formal and informal situation. In formal situation these terms usually used in formal event such as in wedding, school and meeting while kinship terms of *uniang, uwai, and amak* are used for informal situation such as in house, market and so on.

**Table 4.1.1.2**  
**Address form of father**

Address Forms		Social Context
MkLP	English	
Abak	Father	Informal
Ayah	Father	Formal / Informal
Apa	Father	Formal / Informal
Apak	Father	Formal/Informal

### Explanation: MkLP: Minangkabau Language in Pariaman

The description of table 4.1.1.2 above can be seen that Pariaman people address their father in several ways like displayed in table above. To address their father Pariaman people used terms like *abak, ayah, apa, and apak*. The terms *ayah, apa and apak* mostly used in formal situation and sometimes can be used in informal situation while *abak* is mostly used in informal situation.

**Table 4.1.1.3**  
**Address form of grandfather**

Address Forms		Social Context
MkLP	English	
Ungku	Grandfather	Informal
Abak Uwo	Grandfather	Informal/formal
Uwak	Grandfather	Informal
Atuak	Grandfather	Informal
Anduang	Grandfather	Informal
Datuak	Grandfather	Formal

### Explanation: MkLP: Minangkabau Language in Pariaman

The table 4.1.1.3 above shows the use of address form of father in Pariaman. In this table Pariaman people address their father use several terms such as *ungku, abak uwo, uwak, atuak, anduang, and datuak*. In these terms Pariaman people mostly used *ungku, anduang, uwak, and atuak* in informal situation like in the haouse, market and daily communication. In the other hand, the terms *datuak* and *abak uwo* more often used in formal situation.

**Table 4.1.1.4**  
**Address form of grandmother**

Address Forms		Social Context
MkLP	English	
Mak Uwo	Grandmother	Formal
Uwo	Grandmother	Informal
Anduang	Grandmother	Informal

Enek	Grandmother	Informal
------	-------------	----------

**Explanation: MkLP: Minangkabau Language in Pariaman**

The address forms of grandmother as displayed in the table 4.1.1.4 above can be concluded that Pariaman people to address their father use such as *mak uwo, uwo, anduang and enek*. In formal situation Pariaman people mostly used terms *mak uwo* to address their grandmother while in informal situation to address their grandmother Pariaman people use *uwo, anduang, and enek*.

**Table 4.1.1.5**  
**Address form of uncle**

Address Forms		Social Context
MkLP	English	
Mamak	Uncle	Formal
Mak Uda	Uncle	Informal
Mak Adang	Uncle	Formal/informal
Mak Etek	Uncle	Informal
Mak Itam	Uncle	Informal
Mak Utiah	Uncle	Informal
Mak Uncu	Uncle	Informal

**Explanation: MkLP: Minangkabau Language in Pariaman**

The terms of address forms in kinship of uncle can be seen in the table 4.1.1.5 above. Pariaman people address their uncle use address terms of *mamak, mak uda, mak adang, mak etek, mak itam, mak utiah, and mak uncu*. From these terms of address forms *mamak and mak dang* are mostly used in formal situation like in wedding ceremony and school while the others like *mak uda, mak etek, mak itam, mak utiah and uncu* mostly used in informal situation.

**Table 4.1.1.6**  
**Address form of aunt**

Address Forms		Social Context
MkLP	English	
Kakak	Aunt	Formal /Informal
Ande	Aunt	Informal
Ande Adang	Aunt	Informal
Etek	Aunt	Formal
Ayang	Aunt	Informal

**Explanation: MkLP: Minangkabau Language in Pariaman**

The table 4.1.1.6 above describes the terms of address forms of aunt are used in Pariaman. To address their aunt Pariaman people use address forms of *kakak, Ande, Ande adang, Etek, and ayang*. In formal situation Pariaman people address their aunt mostly used address forms of *etek aand Kakak* while in informal situation Pariaman people use address forms of *Ayang, Ande adang, Ande, and kakak*.

**Table 4.1.1.7**  
**Address form of elder brother**

Address Forms		Social Context
MkLP	English	
One	Elder brother	Informal

Eta	Elder brother	Informal
Teti	Elder brother	Informal
Uni	Elder brother	Formal/Informal
Incim	Elder brother	Informal
Uda	Elder brother	Formal/Informal
Cani	Elder brother	Informal
Ayang	Elder brother	Informal
Upiak	Elder brother	Informal
Elok	Elder brother	Informal

**Explanation: MkLP: Minangkabau Language in Pariaman**

The terms of address forms displayed in the table 4.1.1.7 above can be concluded that in Pariaman people to address their elder brother they use such as *one, eta, teti, uni, incim, uda, cani, ayang, upiak and elok*. In formal situation Pariaman people usually address their elder brother with *uni and uda*. In informal situation Pariaman people address their elder brother with *one, eta, teti, incim, cani, ayang, upiak, and elok*.

**Table 4.1.1.8**  
**Address form of younger brother**

Address Forms		Social Context
MkLP	English	
Nama	Younger brother	Informal/formal
Adiak	Younger brother	Formal
Upiak	Younger brother	Informal
Buyuang	Younger brother	Informal

**Explanation: MkLP: Minangkabau Language in Pariaman**

People of Pariaman when address their younger brother use terms of address forms as displayed in table 4.1.1.8 above such as "*adiak, upiak, buyuang and nama*". The terms of these address forms are use in different situation. In formal situation Pariaman people use *Adiak and name* to address their younger brother while in informal situation they address their younger brother with *buyuang and upiak*.

**4.1.2 Friendship Terms**

**Table 4.1.2.1**  
**Address form of friend**

Address Forms		Social Context
MkLP	English	
Dunsanak	Friend	Informal
Wa ang	Friend	Informal
Kau	Friend	Informal
Nama	Friend	Formal

**Explanation: MkLP: Minangkabau Language in Pariaman**

People of the same rank or status are addressed with several address terms in Pariaman such as “*dunsanak, wa ang, kau and nama*” which is described in the table 4.1.2.1 above. In formal situation Pariaman people mostly used *nama* to address their friends while in informal situation most of them address their same rank or status with *dunsanak, wa ang, and kau*.

#### 4.1.3 Terms of Pronoun

The personal pronoun of Bahasa Indonesia which is usually used in address someone or refers to someone for example to express the person singular Indonesia speaker usually *Saya* or *Aku* both words mean I.

**Table 4.1.3.1**  
**Address form of I**

Address Forms		Social Context
MkLP	English	
Aden	I	Informal
Nama	I	Informal
Awak	I	Informal/Formal
Ambo	I	Formal/Informal

**Explanation:** MkLP: Minangkabau Language in Pariaman

The table of 4.1.3.1 above is described about the terms of address forms of *I* in Pariaman people. Pariaman people when they address themselves mostly used such as *aden, nama, awak and ambo*. In daily communication Pariaman people address themselves with *aden, nama* while in formal situation they use *awak and ambo* to address themselves.

#### 4.2. Terms of Address Forms of Pesisir Selatan

In Pesisir Selatan language, the address forms used in social relationship is different from other area. To make it clear the writer will explain in the following table and analyse the terms of address forms of pronoun, kinship terms and friendship terms such as mother, father, grandfather, grandmother, uncle, aunt, elder brother, younger brother, friend, and I.

##### 4.2.1 Kinship Terms

The choice of kinship terms are determined by rather different factors that those personal pronouns. The kinship terms which are usually used by Indonesia speaker, are *ayah* “father”, *ibu* “mother”, etc.

**Table 4.2.1.1**  
**Address form of mother**

Address Forms		Social Context
MkLP	English	
Mamak	Mother	Informal
Ibu	Mother	Formal
Ama	Mother	Informal
One	Mother	Informal

Amak	Mother	Informal
Ibung	mother	Informal

**Explanation:** MkLP: Minangkabau Language in Pesisir Selatan

The table of address form of mother 4.2.1.1. above can be concluded that in Pesisir Selatan the people address their mother use several address forms like described in the table above such as *mamak, ibu, ama, one, amak and ibung*. In formal situation, Pesisir Selatan people address their mother use *ibu* while in informal situation they call address their mother use *mamak, ama, one, amak and ibung*.

**Table 4.2.1.2**  
**Address form of father**

Address Forms		Social Context
MkLP	English	
Abak	Father	Informal
Ayah	Father	Formal
Apak	Father	Informal/formal
Apa	Father	Informal

**Explanation:** MkLP: Minangkabau Language in Pesisir Selatan

The address forms of father which are used in Pesisir Selatan can be seen from the table 4.2.1.2 above. This table of address forms above explained that Pesisir Selatan people address their father with *abak, ayah, apak and apa*. These address forms are used in formal and informal situation. In formal situation they address their father with *ayah*, and *apak* while in informal situation they address their father use *abak and apa*.

**Table 4.2.1.3**  
**Address form of grandfather**

Address Forms		Social Context
MkLP	English	
Ayek	Grandfather	Informal
Pak Gaek	Grandfather	Informal
Opa	Grandfather	Informal
Atuak	Grandfather	Informal
Datuk	Grandfather	Formal

**Explanation:** MkLP: Minangkabau Language in Pesisir Selatan

The address forms of grandfather in Pesisir Selatan can be identified from the table 4.2.1.3 above. Pesisir Selatan people when they address their grandfather use these address forms such as *ayek, pak gaek, opa, atuak, and datuk*. The address forms in the table above can be used in formal and informal condition. In formal situation Pesisir Selatan address their grandfather with *datuk* while in informal condition they address their grandfather with *ayek, pak gaek, opa, and atuak*.

**Table 4.2.1.4**  
**Address form of grandmother**

Address Forms		Social Context
MkLP	English	

Mak Gaek	Grandmother	Informal
Nenek	Grandmother	Formal
Ayek	Grandmother	Informal
Oma	Grandmother	Informal

**Explanation: MkLP: Minangkabau Language in Pesisir Selatan**

The address forms of grandmother in Pesisir Selatan can be seen from the table 4.2.1.4 above. In this table, Pesisir selatan people when they address their grandmother use *mak gaek, nenek, ayek, and oma*. In formal situation they usually use *nenek* in their communication, while in informal situation they address their grandfather with *mak gaek, ayek, and oma*.

**Table 4.2.1.5**  
**Address form of uncle**

Address Forms		Social Context
MkLP	English	
Om	Uncle	Formal
Uwan	Uncle	Informal
Mamak	Uncle	Formal
Con	Uncle	Informal

**Explanation: MkLP: Minangkabau Language in Pesisir Selatan**

The table of address forms 4.2.1.5 above can be concluded that the use of address form of uncle in Pesisir Selatan are *om, uwan, mamak and con*. These address form are used by Pesisir Selatan people in formal and in informal condition. In formal condition they usually use *om or mamak* in their communication while in informal condition they use *uwan and con*.

**Table 4.2.1.6**  
**Address form of aunt**

Address Forms		Social Context
MkLP	English	
Etek	Aunt	Formal/informal
Bu cik	Aunt	Informal
Aci	Aunt	Informal
Ante	Aunt	Informal

**Explanation: MkLP: Minangkabau Language in Pesisir Selatan**

The table of address form 4.2.1.6 above described about the use of address form of *aunt* in Pesisir Selatan. Pesisir selatan people address their aunt use the address forms displayed in the table above such as *etek, bu cik, aci and ante*. In formal situation Pesisir Selatan people usually use *etek* to address their aunt while in informal condition they mostly used *bu cik, aci, and ante* in their daily communication.

**Table 4.2.1.7**  
**Address form of elder brother**

Address Forms		Social Context
MkLP	English	
Uni/uda	Elder brother	Formal
Ayang	Elder brother	Informal
Elok	Elder brother	Informal

Cuniang	Elder brother	Informal
Onang	Elder brother	Informal
Ayang	Elder brother	Informal
kacik	Elder brother	Informal
Onen/unen	Elder brother	Informal

**Explanation: MkLP: Minangkabau Language in Pesisir Selatan**

Pesisir Selatan people also have variation to address their *elder brother* in their communication. The address forms that are mostly used in Pesisir Selatan can be seen from the table 4.2.1.7 above such as *uni or uda, ayang, elok, cuniang, onang, ayang, kacik and onen/unen*. These variation of address forms are used in different condition. In formal condition they address their elder brother using *uni or uda* while in informal situation they usually use *ayang, elok, cuniang, onang, ayang, kacik and onen or unen*.

**Table 4.2.1.8**  
**Address form of younger brother**

Address Forms		Social Context
MkLP	English	
Nama	Younger brother	Formal
Adiak	Younger brother	Informal/formal

**Explanation: MkLP: Minangkabau Language in Pesisir Selatan**

In addressing *younger brother* in Pesisir Selatan can be concluded from the address form which is displayed in the table 4.2.1.8 above. In daily communication Pesisir Selatan people when address their younger brother usually use *name and adiak* to address their younger brother. In formal situation Pesisir Selatan people address their younger brother with *name* while in informal situation they use *adiak* actually this form also can be used in formal situation but very seldom.

#### 4.2.2 Friendship Terms

People of the same rank or status are addressed with several address terms, such as "*kawan, teman, sahabat dan rekan*" which all mean "friend"

**Table 4.2.2.1**  
**Address form of friend**

Address Forms		Social Context
MkLP	English	
Nama	Friend	Formal
Paja	Friend	Informal
Kau	Friend	Informal
Wa ang	Friend	Informal

**Explanation: MkLP: Minangkabau Language in Pesisir Selatan**

The table of 4.2.2.1 above describes about the address forms of friend or people of the same rank which are used in Pesisir Selatan to address their friends. In Pesisir selatan when the people address their friends they usually use *name, paja, kau and wa*

ang. These variations of address forms are used in several conditions such as in formal and informal situation. In formal situation Pesisir Selatan people address their friends use *name* while in informal they usually use *paja, kau and wa ang*.

#### 4.2.3 Terms of Pronoun

The personal pronoun of Bahasa Indonesia which is usually used in address someone or refers to someone for example to express the person singular Indonesia speaker usually *Saya* or *Aku* both words mean I.

**Table 4.2.3.1**  
**Address form of I**

Address Forms		Social Context
MkLP	English	
Awak	I	Informal/formal
Ambo	I	Formal/informal
Nama	I	Informal
Aden	I	Informal
Deyen	I	Informal

**Explanation:** MkLP: Minangkabau Language in Pesisir Selatan

The terms of pronoun which are addressed by Pesisir Selatan people to address themselves or themselves can be seen from the table 4.2.3.1 above. Pesisir Selatan people when address themselves or themselves they use *awak, ambo, name, aden, and deyen*. These variations are used in formal and in formal condition. In formal condition they use *ambo* or *awak* while in informal condition they use *name, aden and deyen*.

#### 4.3. Terms of Address Forms of Baso

In Baso language, the address forms used in social relationships are different from other areas. To make it clear the writer will explain in the following table and analyse the terms of address forms of pronoun, kinship terms and friendship terms such as mother, father, grandfather, grandmother, uncle, aunt, elder brother, younger brother, friend, and I.

##### 4.3.1 Kinship Terms

The choice of kinship terms are determined by rather different factors than those personal pronouns. The kinship terms which are usually used by Indonesia speakers, are *ayah* "father", *ibu* "mother", etc.

**Table 4.3.1.1**  
**Address form of mother**

Address Forms		Social Context
MkLP	English	
Biai	Mother	Informal
Amak	Mother	Informal/formal
Anduang	Mother	Informal
Amai	Mother	Informal
Ama	Mother	Informal/formal

**Explanation:** MkLP: Minangkabau Language in Baso

The table of 4.3.1.1 above displays about the address forms of mother which are used in Baso. Baso people when they address their mother they use address forms such as *biai, amak, anduang, amai and ama*. These forms of address forms are used in some conditions like formal and informal condition. In formal condition Baso people usually use *amak* or *ama* while in informal condition they mostly used *biai, anduang, and amai*.

**Table 4.3.1.2**  
**Address form of father**

Address Forms		Social Context
MkLP	English	
Bapak	Father	Formal
Abak	Father	Informal
Ayah	Father	Formal
Apa	Father	Informal

**Explanation:** MkLP: Minangkabau Language in Baso

The address forms of father in Baso can be seen from the table of 4.3.1.2 above. In this table there are several address forms of father used by Baso people such as *bapak, abak, ayah, and apa*. In formal condition Baso people address their father use *bapak* or *ayah* while in informal condition they mostly used *abak and apa* in their communication.

**Table 4.3.1.3**  
**Address form of grandfather**

Address Forms		Social Context
MkLP	English	
Atuak	Grandfather	Formal/informal
Inyik	Grandfather	Informal
Angku	Grandfather	Informal

**Explanation:** MkLP: Minangkabau Language in Baso

Table of 4.3.1.3 above displays the address forms of grandfather which are used in Baso. Baso people when they address their grandfather they use *atuak, inyik and angku*. These address forms are used in formal and in formal condition. In formal condition they mostly used *datuak* or *atuak* while in informal situation they use *inyik and angku*.

**Table 4.3.1.4**  
**Address form of grandmother**

Address Forms		Social Context
MkLP	English	
Tuo	Grandmother	Informal
Inyik	Grandmother	Informal
Enek	Grandmother	Formal/informal
Uwo	Grandmother	Informal

**Explanation:** MkLP: Minangkabau Language in Baso

The table of address form of grandmother 4.3.2.4 above describes about the address forms of

grandmother that are used by Baso people when they address their grandfater in communication. These address forms are used in formal and informal situation. In formmal situation they mostly used *enek* to addresss their grandmother while in informal situation they use *tuo*, *inyiak*, and *uwo* to address their grandmother.

**Table 4.3.1.5**  
**Address form of uncle**

Address Forms		Social Context
MkLP	English	
Mamak	Uncle	Formal/formal
Paman	Uncle	Formal/informal

**Explanation:** MkLP: Minangkabau Language in Baso

The address forms of *uncle* which are displayed in the 4.3.1.5 above can be concluded that Baso people when they addres their uncle they use the address forms of *mamak* and *paman*. Both of these address forms is used in formal and in informal condition. It means that these address forms used by Baso people in every condition.

**Table 4.3.1.6**  
**Address form of aunt**

Address Forms		Social Context
MkLP	English	
Etek	Aunt	Formal/informal
Ante	Aunt	Informal

**Explanation:** MkLP: Minangkabau Language in Baso

The table of 4.3.1.6 above can be identified as address forms of *aunt* wich are used by Baso People in their communication. These address forms can be used in formal or in informal condition. In formal condition they mostly used *etek* while in informal situation they used *ante* to addres their *aunt*.

**Table 4.3.1.7**  
**Address form of elder brother**

Address Forms		Social Context
MkLP	English	
Uda/uni	Elder brother	Formal/informal
Abang	Elder brother	Formal
Ajo	Elder brother	Informal

**Explanation:** MkLP: Minangkabau Language in Baso

The table of 4.3.1.7 above describes about the address forms of elder brother which is used by Baso people in their communication. In communication, Baso people when they address their elder brother they use *Uda* or *uni*, *abang* and *ajo*. In formal condition them mostly used *abang* or *uda* and *uni* but in informal condition they use *ajo*.

**Table 4.3.1.8**

**Address form of younger brother**

Address Forms		Social Context
MkLP	English	
Adiak	Younger brother	Formal/informal
Uncu	Younger brother	Informal

**Explanation:** MkLP: Minangkabau Language in Baso

The address form of younger brother which is used by Baso people in communication can be seen from the table 4.3.1.8 above. Baso people when they address their younger brother they use *adiak* and *uncu*. These address forms can be used in formal and informal condition. In formal condition they use *adiak* while in informal condition they use *uncu*.

#### 4.3.2 Friendship Terms

People of the same rank or status are addressed with several address terms, such as “*kawan, teman, sahabat dan rekan*” which all mean “friend”

**Table 4.3.2.1**  
**Address form of friend**

Address Forms		Social Context
MkLP	English	
Nama	Friend	Formal
Kau	Friend	Informal
Sanak	Friend	Informal

**Explanation:** MkLP: Minangkabau Language in Baso

The table of 4.3.2.1 above can be concluded that the address forms of friend in Baso are displayed in the table. Baso people when they address their friend they used *name*, *kau* and *sanak*. These address forms are used in some conditions such as formal and informal condition. In formal condition they mostly used *name* while in informal condition they mostly used *kau* and *sanak*.

#### 4.3.3 Terms of Pronoun

The personal pronoun of Bahasa Indonesia which is usually used in addressing someone or referring to someone for example to express the third singular Indonesia speaker usually *Saya* or *Aku* both words mean I.

**Table 4.3.3.1**  
**Address form of I**

Address Forms		Social Context
MkLP	English	
Aden	I	Informal
Ambo	I	Formal/informal
Awak	I	Informal/formal

**Explanation:** MkLP: Minangkabau Language in Baso

The table of 4.3.3.1 above can identified as the address forms of *I* which is used by Baso people in

communication. In communication, Baso people usually use *aden, ambo and awak*.

## CONCLUSION AND SUGGESTION

### 5.1 Conclusion

As the conclusion of this analysis, the writer find any address forms of Minangkabau language is uttered by Pariaman, Pesisir Selatan and Baso people. In this research, the writer analyses the data based on the form and the social factor that influence of address forms. The writer find three terms of address forms of Pariaman, Pesisir Selatan and Baso language. They are pronoun (I), kinship terms (mother, father, grandfather, grandmother, uncle, aunt, elder brother, younger brother), and friendship term (friends).

Meanwhile, the use of address terms are also influenced by social factors such as participant: who is speaking and to whom they are speaking, the setting: where are they speaking, the topic: what is being talked about, the function: why they are speaking.

### 5.2 Suggestion

The way of communication can be done by realizing address form. In analyzing the topic, of course this research is far from the perfect one. Because of limited time, budget, and data there still the other aspect that have not been analyzed yet, such as the address form of other area in West Sumatera and other terms of address forms such as occupation terms, religious terms and names. Therefore, the writer suggests to other researchers to do research about local language, so that the language can also be known by people from other areas.

Finally, by giving little information in this research, the writer hopes that will be useful to the readers, and writer expects that the result could be used a reference for further information.

## References

- Chaika, Asni 1984. *Sistem Sapaan Bahasa Minangkabau*. Jakarta : Pusat Pembinaan dan Pengembangan Bahasa
- Chaika, Elane. 2008. *Language the Social Mirror*. Fourth edition. Sherrise Rochr. United States
- Fasold, Ralph. 1990. *Sociolinguistics of Language*. Oxford: Basil Blackwell.
- Holmes, Janet. 1992. *An Introduction to Linguistics*. London and New York : Longman Malaysia. PA
- Kridalaksana, Harimurti. 1993. *Kamus Linguistik*. Jakarta: Gramedia Pusat Utama
- Richard, Jack, et all. 1985. *Longman Dictionary of Applied Linguistics*. London: Longman
- Sugiyono. 2014. *Metode Penelitian Kombinasi, Mixed Metode*. Alfabeta. Bandung
- Sumartono. 2010. *Metode Penelitian Sastra*. Pustaka Belajar. Celeban Timur. Yogyakarta.
- Stockwell, Peter. 2003. *Sociolinguistic A Resource book for Student*. Routledge is an imprint of the taiylor & Francis group
- Thamrin, Temmy. 1999. *Sistem Sapaan dalam Bahasa Minangkabau*. Gajah Mada.
- Villa. 2000. *Addressing of kinship Term of the Minangkabau Language in Payakumbuh*.
- Yolanda, Yolla. 2003. *Address Forms of Sunda Language*'. Thesis S1. Faculty of Humanities. Bung Hatta



# Type Your Paper Title Here

Name of first author<sup>1</sup>, Name of second author<sup>2\*</sup> and so on.

<sup>1</sup>Affiliation of first author

<sup>2</sup>Affiliation of second author (if different affiliation) and so on

<sup>1</sup> email of first author, <sup>2</sup> email of second author and so on (if desired), OR only the corresponding author (identify with \*).

## ABSTRACT

*This electronic document is a “live” template. The various components of your paper [title, text, heads, etc.] are already defined on the style sheet, as illustrated by the portions given in this document. Please limit your abstract to 300 words.*

**Keywords - component; formatting; style; styling; insert (key words)**

## 1. INTRODUCTION (HEADING 1)

This template provides authors with most of the formatting specifications needed for preparing electronic versions of their papers. All standard paper components have been specified for three reasons: (1) ease of use when formatting individual papers, (2) automatic compliance to electronic requirements that facilitate the concurrent or later production of electronic products, and (3) conformity of style throughout a conference proceedings. Margins, column widths, line spacing, and type styles are built-in; examples of the type styles are provided throughout this document and are identified in italic type, within parentheses, following the example. Some components, such as multi-leveled equations, graphics, and tables are not prescribed, although the various table text styles are provided. The formatter will need to create these components, incorporating the applicable criteria that follow.

## 2. EASE OF USE

### 2.1. Selecting a Template (Heading 2)

First, confirm that you have the correct template for your paper size. This template has been tailored for output on the A4 paper size.

### 2.2. Maintaining the Integrity of the Specifications

The template is used to format your paper and style the text. All margins, column widths, line spaces, and text fonts are prescribed; please do not alter them. You may note peculiarities. For example, the head margin in this template measures proportionately more than is customary. This measurement and others are deliberate, using

specifications that anticipate your paper as one part of the entire proceedings, and not as an independent document. Please do not revise any of the current designations.

## 3. PREPARE YOUR PAPER BEFORE STYLING

Before you begin to format your paper, first write and save the content as a separate text file. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads-the template will do that for you.

Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

### 3.1. Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

### 3.2. Units

- Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive”.
- Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity that you use in an equation.
- Do not mix complete spellings and abbreviations of units: “Wb/m<sup>2</sup>” or “webers per square meter”, not “webers/m<sup>2</sup>”. Spell out units

when they appear in text: “. . . a few henries”, not “. . . a few H”.

- Use a zero before decimal points: “0.25”, not “.25”. Use “cm<sup>3</sup>”, not “cc”. (bullet list)

### 3.3. Equations

The equations are an exception to the prescribed specifications of this template. You will need to determine whether or not your equation should be typed using either the Times New Roman or the Symbol font (please no other font). To create multileveled equations, it may be necessary to treat the equation as a graphic and insert it into the text after your paper is styled.

Number equations consecutively. Equation numbers, within parentheses, are to position flush right, as in (1), using a right tab stop. To make your equations more compact, you may use the solidus ( / ), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in

$$\alpha + \beta = \chi.$$

Note that the equation is centered using a center tab stop. Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “Eq. (1)”, not “(1)” or “equation (1)”, except at the beginning of a sentence: “Equation (1) is . . .”

### 3.4. Some Common Mistakes

- The word “data” is plural, not singular.
- In American English, commas, semi-/colons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
- A graph within a graph is an “inset”, not an “insert”. The word alternatively is preferred to the word “alternately” (unless you really mean something that alternates).
- Do not use the word “essentially” to mean “approximately” or “effectively”.

- In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.
- Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.
- Do not confuse “imply” and “infer”.
- The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
- There is no period after the “et” in the Latin abbreviation “et al.”.
- The abbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.

An excellent style manual for science writers is [7].

## 4. USING THE TEMPLATE

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the (1) name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

### 4.1. Authors and Affiliations

The template is designed so that author affiliations are not repeated each time for multiple authors of the same affiliation. Please keep your affiliations as succinct as possible.

### 4.2. Identify the Headings

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgments and References and, for these, the correct style to use is “Heading 5”. Use “figure caption” for your Figure captions, and “table head” for your table title. Run-in heads, such as “Abstract”, will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material

relates and elaborates on this one topic. If there are two or more sub-topics, the next level head should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named “Heading 1”, “Heading 2”, “Heading 3”, and “Heading 4” are prescribed.

### 4.3. Figures and Tables

#### 4.3.1. Positioning Figures and Tables: (Heading 3)

Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation “Fig. 1”, even at the beginning of a sentence.

Table 1. Example of a table head. (*Table Head*)

Table Head	Table Column Head		
	Table column subhead	Subhead	Subhead
copy	More table copy <sup>a</sup>		

a. Sample of a Table footnote. (Table footnote)

We suggest that you use a text box to insert a graphic (which is ideally a 300 dpi TIFF or EPS file, with all fonts embedded) because, in an MSW document, this method is somewhat more stable than directly inserting a picture.

To have non-visible rules on your frame, use the MSWord “Format” pull-down menu, select Text Box > Colors and Lines to choose No Fill and No Line.

Fig. 1. Example of a figure caption. (*Figure Caption*)

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization”, or “Magnetization, M”, not just “M”. If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization {A[m(1)]}”, not just “A/m”. Do not label axes with a ratio of quantities and units. For example, write “Temperature (K)”, not “Temperature/K”.

#### ACKNOWLEDGMENT (HEADING 5)

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression, “One of

us (R. B. G.) thanks . . .” Instead, try “R. B. G. thanks”.

#### PAGES

Maximum page is 10 including the references. Follow the two columns format as the template.

#### REFERENCES

Reference only quote article that has been published, and relevant to the text. It refer to the citation (APA style). All the reference of the text must be included on the reference. The template will include the writer on the citations.

Unless there are six authors or more give all authors' names; do not use “et al.”. Papers that have not been published, even if they have been submitted for publication, should be cited as “unpublished”. Papers that have been accepted for publication should be cited as “in press” with the receiving journal clearly identified . Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation.

#### Example

##### Journal

Wu, S.F.V., Courtney, M., Edward, H., McDowell, J., Shortridge-Baggett, L.M., & Chang, P.J. (2007). Self-efficacy, outcome expectation, and self care behavior in people with type diabetes in Taiwan. *Journal of Clinical Nursing*, 16 (11), 250–257.

##### Book

Smeltzer, S., & Bare, B.G. (2008). *Brunner & Suddarth’s textbook of medical surgical nursing*. Philadelphia: Lippincott.

##### Online Article

Supriadi, T. (2009). Rumah Sakit di Sumut belum berikan data penyakit. *Waspada Online*. Diperoleh dari <http://www.waspada.co.id>.

Volume.2. NO.1. April 2015  
ISSN : 2406-9809



**JURNAL BASIS VOL.2. NO 1. APRIL 2015** Fakultas Bahasa & Sastra Inggris



**UNIVERSITAS PUTERA BATAM**

JURNAL	NOMOR	VOLUME	HALAMAN	BATAM	ISSN
BASIS	1	2	109	APRIL 2015	2406-9809